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ABSTRACT

This 1991-92 annual report describes changes that are driving the 5-year Utah State Public Education Strategic Plan toward implementation. It also identifies needs and accomplishments of the State Office of Education and the school system and offers current information about funding, demographics, and programs. Fourteen parts present information on the following: the Utah Strategic Plan; Utah's Statewide Testing Program; school-based decision-making programs; the Early Intervention for Student Success program; an update on the Nine District Consortium; applied technology programs; Applied Technology Centers (ATCs), alternative education, and adult learning programs; teacher training and retraining programs; drug prevention and drug-free community training programs; the Educational Technology Initiative; the Character Education Consortium; at-risk youth programs; educational support services; and state educational finances and demographics. (LMI)

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Annual Report of the Utah State Superintendent of Public Instruction 1991-92

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Annual Report of the Utah State Superintendent of Public Instruction 1991-1992

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Education is our future!

Economists say that today's young people will be the first generation in American history to inherit a lower standard of living than that of their parents. This sobering thought reminds us how vital a stake education holds in discovering one's potential and in determining one's future earning power and quality of life.

Through long-range strategic planning, we are working to fulfill our obligation to the children of this state to provide a new, more responsive educational system for today that delegates to school districts and schools an unprecedented degree of autonomy, flexibility, and public accountability.

In many ways, public education in Utah is better now than ever. Our citizens have been willing to sacrifice to provide taxpayer support for their public schools. As enrollment increased by almost one-third during the mid-1980s, revenue budgeted for education from the General Fund and Uniform School Fund expanded from 45 to nearly 49 percent.

The need to continue this high level of commitment to education has never been greater. Our youth must receive the opportunity to master applied technology skills to compete in the workplace of the 21st century. Education or training beyond high school graduation must be an option not just for some but for every student.

This 1991-92 Annual Report describes changes that are driving the five-year Utah State Public Education Strategic Plan toward implementation. It also identifies needs and accomplishments of the State Office of Education and our school system and offers up-to-date information about funding, demographics, and programs.

I join with Governor Leavitt at this turning point in Utah's destiny to urge parents to provide a home environment where learning is valued and encouraged. Our schools extend an open invitation to you. Find out what our students are doing and how you can help. We welcome your involvement!

Part 1

We're moving ahead to implement strategic planning...

Characteristics of the Utah Strategic Plan

Empowered by statewide collaboration, the Utah State Office of Education is taking a leadership role in carrying forward the vision of those who established the 1992-1997 Utah State Public Education Strategic Plan, as enacted into law by the 1992 Legislature with House Bill 162.

This undertaking will involve the governor, legislators, state and local administrators, teachers and other educators, students, parents, and community and business leaders in a comprehensive and coordinated effort extending over the next five years to bring into being a restructured school system that:

- supports competency-based advancement toward graduation;
- assumes all students have the ability to learn and succeed as productive citizens and offers public school choice;
- provides a personalized educational/occupational plan for each student developed together with parents and school personnel;
- assures opportunities for students to acquire the skills to make wise decisions and to think, reason, and work individually and in groups;
- presents a world class curriculum that enables students to compete in a global society as citizens of a participatory democracy;
- incorporates an information retrieval system that provides students, parents, and educators with data on student progress;
- attracts and retains excellent teachers and provides recognition and compensation for their performance;
- empowers each school district and school to create a plan to achieve results that meet their own unique needs;
- uses the resources of educational technology in all its forms to improve the effectiveness of teaching and learning; and
- promotes ongoing research, development and promising practices that fuel educational improvement.

Strategic Plan Organization for Implementation

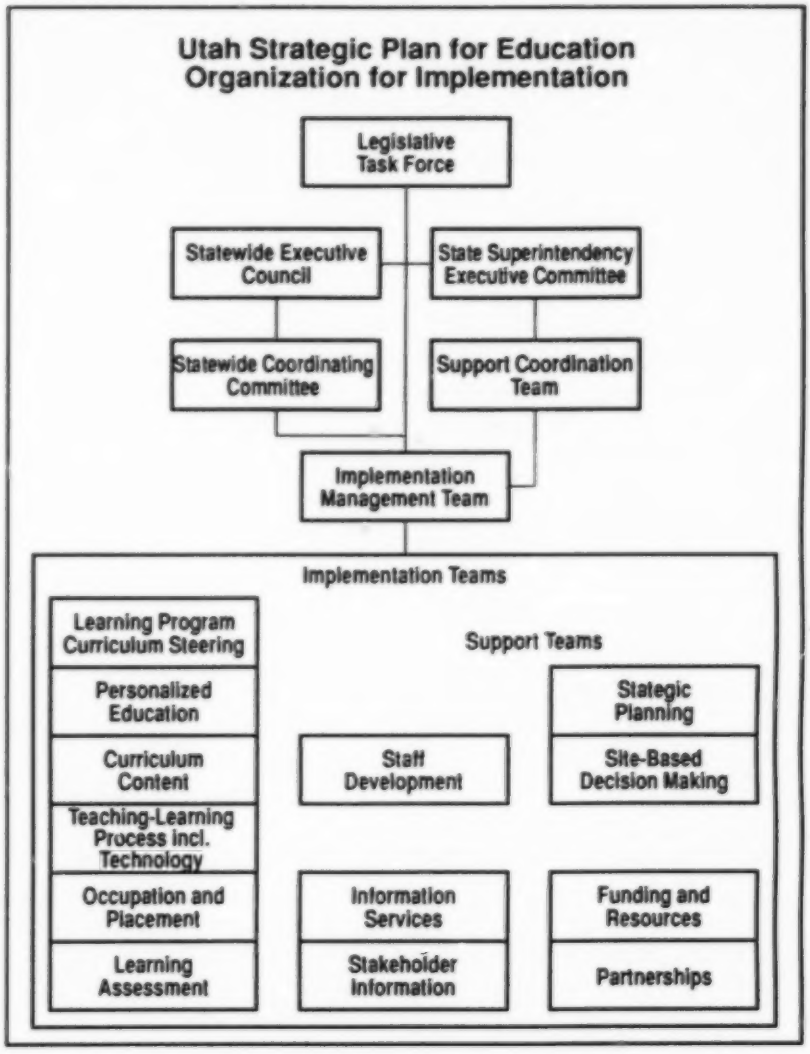
The Utah Legislature and governor, who jointly formed the Education Strategic Planning Committee, will assist in expediting the State Plan by creating, repealing, or revising statutes to clear the way and develop resources and interagency linkages as needed.

Three statewide levels of implementation have been established to build a strong infrastructure at the state, regional, and local levels that will propel the Plan into reality. The top level dealing with policymaking has two components:

- a Statewide Executive Council of the State Superintendency and all 40 school district superintendents that will set the course to be followed, monitor general progress, and share ongoing concerns, successes, and needs; and
- a Statewide Coordinating Committee of Executive Council representatives and eight superintendents from various regions--a smaller working group that can interact more directly with other elements of the organization and motivate statewide involvement.

The second level consists of two groups led by the Utah State Office of Education:

- a State Superintendency Executive Committee of the Superintendent and three Associate Superintendents who will oversee work from the state education agency perspective and focus on the process, drawing the various teams together; and
- a Support Coordination Team of service-oriented individuals who will interface with the districts and schools themselves, facilitate services on a case-by-case basis, and coordinate related State Office grant programs.



Finally, an Implementation Management Team of team leaders will monitor progress toward the goals of the various teams, identify resources as needed, and seek involvement of the private sector, post-secondary institutions, and other groups.

Five implementation teams will bring about the actual changes. A Curriculum and Learning Steering Team will supervise the work in personalized education, curriculum content, teaching-learning process including technology, occupation and placement, and learning assessment.

Four other teams will function to support local strategic planning including site-based management, staff development, information services including stakeholder information, and funding and resources including partnerships. All teams will work to set objectives, arrange activities, and conduct evaluations.

We're moving ahead to implement strategic planning...

National Education Goal Update

Utah has made significant progress in meeting the six goals established by the nation's governors at the education summit in September 1989. But much remains to be done to make these goals a reality for every Utah citizen. The goals and examples of Utah's efforts to reach them are as follows:

- Readiness for School: In summer 1992, Utah's Migrant Education Program provided medical and dental care, nutritious meals, reading readiness, and social skills for 289 children from birth through age five. Statewide pre-school special education services are now being provided to more than 3,500 three-to-five-year-old disabled children.

- High School Completion: Surpassed only by Alaska, Utah ranks second among all states in the percentage of its population over age 25 holding a high school diploma. Alternative high schools are enabling hundreds of students who would otherwise have dropped out to set realistic career goals and graduate from high school.

- Student Achievement and Citizenship: Utah students continue to exceed their peers across the nation in performance on the Stanford Achievement Test, particularly in 5th grade mathematics and 11th grade science. In 1991-92, over 30,000 students received individualized Chapter 1 assistance in math, reading, and language arts.

- Science and Mathematics: In 1992, core curriculum assessment in mathematics indicated a need for improvement in fractions, problem-solving, and "real world" mathematical reasoning. Utah students who took 1992 Advanced Placement examinations in biology, chemistry, physics, and calculus performed very well.

- Adult Literacy and Lifelong Learning: Utahns have the nation's highest literacy rate (94 percent) and highest median years (12.8) of education. Utah's five applied technology centers are providing both high school students and adults with intensive training or retraining for jobs in the state's businesses and industries.

- Safe, Disciplined, and Drug-Free Schools: Studies suggest our high school seniors use alcohol, tobacco, and other drugs less frequently than seniors elsewhere in the nation. But in 1990, 17 percent of Utah teachers surveyed said alcohol was a serious problem and juvenile arrests accounted for 35 percent of the state's total.

Local Education Strategic Planning

Many proposals of the Strategic Plan are already under way in progressive districts and schools throughout the state. The Plan's intent is not to erect prescriptive barriers but to keep our journey in tune with the fundamental principles that will ultimately lead to restructured schools that empower students to succeed.

Inherent in the Plan is the expectation that local districts and school communities will submit proposals to modify or waive rules that stand in the way of their freedom to construct unique, site-based plans in harmony with statewide planning strategies and in which they take genuine ownership.

The State Office of Education is poised to assist districts and schools in implementing their restructuring plans through a coordinated network including the Nine District Consortium, Outcomes Driven Schools Consortium, BYU - school district partnerships, regional educational service centers, personalized education teams, technical assistance teams, and strategic planning teams.

The State Office is prepared to train local facilitators, provide state funding to support district level strategic planning, hold regional strategic planning conferences, disseminate information about successful plan models, and promote public awareness of the benefits of restructured schools.

We're measuring learning by performance outcomes...

Utah's Statewide Testing Program

Utah's Statewide Testing Program reached its third year in 1992. Passed by the 1990 Utah Legislature, House Bill 321 mandated the administration of the same norm-referenced achievement tests statewide to 5th, 8th, and 11th graders, and House Bill 158, the public reporting of resulting school and district averages. A 15-member State Testing Committee established guidelines for the testing and chose the Stanford Achievement Test to be administered. The State Office of Education has again assumed all costs of materials, scoring, and reporting through a legislative appropriation.

As before, initial results such as individual student profiles and school profiles were made available to school districts by mid-November, and in December a series of special reports was produced and sent to each local school district to share with its board of education and the public. These reports featured both median scores obtained by schools and districts and predicted score ranges which allow a comparison between a school average and a range of scores to be expected in schools with similar students.

An examination of the overall pattern of results for 1992 shows Utah students at grades five, eight, and 11 outscoring the national norm group on 16 of 18 possible comparisons. In mathematics, Utah students at all three grade levels scored equal to or higher than their counterparts one year earlier. Reading scores were lower in 1992 for 5th graders but were stable at grade eight and higher at grade 11. Results in language/English at both the 5th and 8th grade were stable at the 48th and 45th percentiles respectively. Science and social science scores improved for 1992 eighth graders. Total basic battery median scores improved at grades eight and 11.

We're measuring learning by performance outcomes...

The state's highest scores were observed in grades five and 11 mathematics as well as grades eight and 11 science and grade 11 reading. The performance of Utah 5th graders in 1992 in mathematics ranked at the 62nd national percentile, meaning that the typical Utah 5th grader scored better than 62 percent of the national norm group in math. While such standardized testing is only one measure of successful learning, the language/English area is clearly a concern, with grade 11 performance up slightly for 1991 and 1992, but scores at grades five and eight both showing no improvement.

Core Curriculum Assessment

Utah's work in wide-range criterion-referenced testing is probably the most comprehensive undertaking of its kind in the nation. Thirty-six elementary end-of-level tests are now available in math, reading, and science, and 38 secondary tests have been developed for 19 different math and science courses. In addition, 28 volumes of test item pools have been developed for virtually every area of the core, each containing from 800 to 3,000 individual test items. Over half a million state core tests were given to Utah students by districts in spring, 1992, almost three times as many as in 1989, and 36 districts used both state core tests and state scoring services.

The State Office of Education recently completed a three-year project with the Northwest Regional Education Laboratory to assess student writing for ideas, organization, voice, word choice, sentence fluency, and conventions. Teacher–evaluated assessment materials for elementary mathematics, science, and social studies requiring students to engage in open-ended real-life scenario activities while applying problem solving and critical thinking skills are being initiated.

American College Testing Results

Performance of students taking the ACT in 1992 was substantially higher than the nation's in English, reading, science reasoning, and the composite score, but slightly lower in mathematics. Between 1991 and 1992, scores for Utah students tested rose in every area except reading, which remained stable. Over the past five years, Utah ACT composite score averages have increased while national scores took a slight decline.

Utah students scored higher than the national comparison group on all the English and reading subscores with particularly strong showings in rhetorical skills, reading arts and literature. Utah students trailed the national group on two of the three math subscores. The 17,385 seniors who took the ACT last spring represented approximately 69 percent of Utah's Class of '92. This high percentage of ACT test takers tends to depress average Utah scores in comparison to those in other states.

1992 graduating seniors who had taken a rigorous program (including at least four years of English and three years each of mathematics, social studies, and science in grades nine through 12) earned an average composite score on the ACT of 22.5 compared to 20.4 for those who did not. In math there was approximately two-and-a-half standard scale points of separation. 1992 ACT

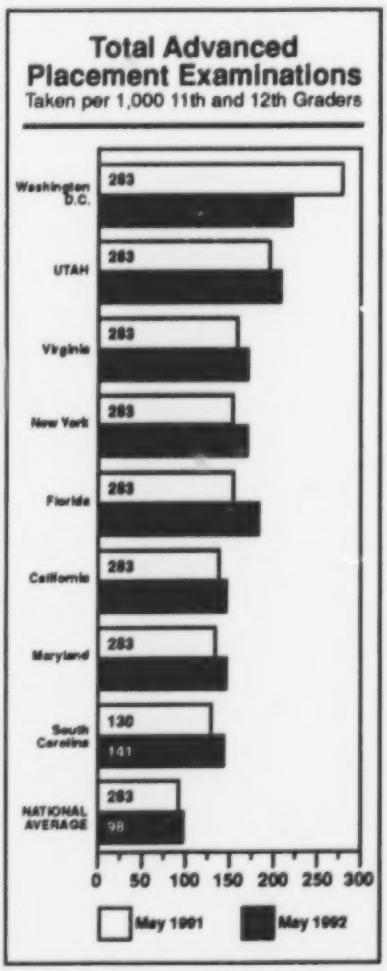
1992 Utah and National ACT Scores for High School Graduates Who Took Rigorous Program* Versus Other Graduates

	Utah		Nation	
Test	Rigorous Program Students	Other Students	Rigorous Program Students	Other Students
English	22.1	20.0	21.6	18.7
Mathematics	21.4	19.1	21.6	18.3
Reading	23.4	21.2	22.5	19.5
Science Reasoning	22.6	20.7	21.9	19.4
Composite	22.5	20.4	22.0	19.1
Number of Students	6,044	10,959	419,073	372,166

* A rigorous program included at least the following in grades 9-12:
English: 4 years Social Studies: 3 years
Math: 3 years Science: 3 years

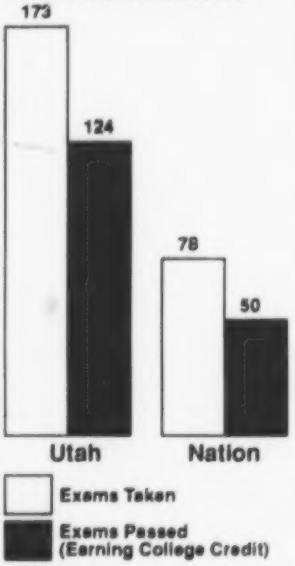
Utah and National ACT Scores 1991-1992

	Utah		Nation	
Test	1991	1992	1991	1992
English	20.6	20.7	20.3	20.2
Mathematics	19.7	19.9	20.0	20.0
Reading	21.9	21.9	21.2	21.1
Science Reasoning	21.2	21.4	20.7	20.7
Composite	21.0	21.1	20.6	20.6



Number of Advanced Placement Examinations Taken and Earning College Credit in Core Subject Areas

Exams Taken and Passed/1,000 11th and 12th Grade Students



This Ranks Utah 1st Among All 50 States in Both Exams Taken and Exams Passed

Five-Year Trends in Utah and National ACT Composite Score-Averages

Year	Utah	Nation
1988	20.9	20.8
1989	20.9	20.6
1990	21.0	20.6
1991	21.0	20.6
1992	21.1	20.6

Utah Advanced Placement Participation and Performance 1982-1992

Year	Total Students	Total Exams Taken	Percentage Qualifying* Utah	Percentage Qualifying* Nation
1982	2,329	3,094	64.3%	69.8%
1983	2,685	3,669	67.5%	70.3%
1984	3,355	4,695	67.1%	70.0%
1985	4,272	6,148	66.8%	67.2%
1986	4,738	7,010	67.8%	68.7%
1987	5,390	7,970	67.4%	67.7%
1988	5,831	8,954	70.7%	67.3%
1989	6,568	10,030	66.9%	65.3%
1990	6,585	10,126	70.8%	66.4%
1991	7,596	11,586	70.2%	64.0%
1992	8,669	13,260	70.9%	65.4%

* Percentage of exams with a grade of 3 or higher
Source: The College Board

scores of Utah male and female students differed somewhat less than they have in the past.

The Advanced Placement Program

Participation in the Advanced Placement (AP) program has been extraordinarily high for more than three decades, with an increase in Utah examinations taken of over 400 percent since 1982. In 1992, 13,260 AP examinations were taken by 8,669 Utah students, and 70.9 percent of all exams they took received a qualifying score sufficient to earn college credit.

This past year, Utah students earned college credit in 27 different subjects ranging from calculus to U.S. History. The Advanced Placement program, sponsored by the College Entrance Examination Board, is designed to assist high schools across the nation in meeting the needs of academically able students. AP test results are one basis on which colleges may grant credit for superior high school achievement.

According to the 1992 National Education Goals Report, Utah AP students surpassed those in first-ranked Washington, D.C., by taking the same number of exams (165) in

Utah and National Advanced Placement Participation and Performance on Science and Mathematics Examinations for 1992

Examination	Number of Utah Students Taking Exam	Percentage Qualifying for College Credit	
		Utah	Nation
Biology	1,325	**70.0%**	64.5%
Chemistry	627	**72.2%**	58.1%
Physics C	218	**81.7%**	75.0%
Calculus AB	1,620	**80.4%**	65.4%
Calculus BC	166	**81.3%**	81.3%

Utah and National Advanced Placement Participation and Performance on English and Social Science Examinations for 1992

Examination	Number of Utah Students Taking Exam	Percentage Qualifying for College Credit	
		Utah	Nation
English Literature and Composition	2,561	**74%**	69%
U.S. History	3,142	**63%**	56%
European History	758	**71%**	75%
U.S. Government	425	**62%**	66%

core subjects (English, math, science, and history) but with a passing rate of 71.7 compared to 64.2. More Advanced Placement funding would be particularly beneficial to students in smaller, rural Utah districts.

The 1992 National Assessment

House Bill 321 enacted by the 1990 Legislature mandated that Utah schools take part in the 1992 Trial State Assessment of Educational Progress. Focusing on reading and math at grade four and on math only at grade eight, this assessment tested random samples of students from 112 elementary and 86 middle and junior high schools last February. The U.S. Department of Education will release a detailed report on the Utah and national results in 1993.

Grades 9 through 12 Programs of Studies of Utah High School Seniors in the Class of 1992

Subject Area	Percentage of Utah High School Seniors Who Have Taken at Least: 2 Yrs	3 Yrs	4 Yrs
English or Literature	98.4%	97.0%	87.6%
Foreign Language	55.4%	16.2%	5.6%
History/ Social Studies	96.3%	80.6%	24.4%
Mathematics	97.7%	77.9%	39.6%
Science	93.4%	50.9%	18.6%
Art	42.8%	20.2%	10.2%
Music	29.4%	19.4%	12.8%
Physical Education/ Health	76.4%	45.2%	23.1%

1990 Educational Attainment Statistics from the U.S. Census

The Utah and National Profile

Educational Attainment	Percent Utah	Nation	Utah's Rank in Nation
High School Graduate	85.1%	74.2%	2nd
Some College	57.9%	45.2%	1st
Associate Degree	30.3%	26.5%	12th
Bachelor Degree	22.3%	20.3%	15th
Graduate Degree	6.8%	7.2%	22nd

High School Course Taking Patterns

Between 1984 and 1992, the enrollment of Utah high school students in mathematics courses has risen substantially. Algebra II and geometry courses show an increase of approximately 20 percent over the nine-year period. While not as dramatic, enrollment during the same time span in science classes is still impressive. Chemistry participation grew from just under 27 percent in 1984 to over 41 percent in 1992, and physics from 14.2 percent to 22.1 percent. Over 86 percent of Utah's 1992 seniors had taken a course in biology. Since 1984, enrollment in computer-related courses had grown by more than 33 percent.

1990 Census Educational Attainment

The United States Census provides several indicators of educational attainment for Utah and the nation. The 1990 Census ranked Utah second in the nation with slightly over 85 percent of the state's adults age 25 and older holding a high school diploma, up from 67 percent in 1970. The 1990 Census also showed that just under 58 percent of Utah adults, the highest proportion in the nation, had completed between one and three years of college, and that over 22 percent of Utah's adult population complete at least four years of college. Clearly, Utah citizens are among the nation's most highly educated.

Comparison of Percentages of Utah High School Seniors Who Have Taken Specific Courses for 1984, 1988, and 1992

Subject Area	Percentage of Utah High School Seniors Who Have Taken at Least: 1984	1988	1992
Algebra I	78.7%	88.4%	86.2%
Algebra II	48.2%	63.2%	67.7%
Advanced Algebra	-NA-	-NA-	38.4%
Geometry	48.3%	66.4%	69.1%
Trigonometry	24.7%	33.0%	37.3%
Biology	-NA-	-NA-	86.4%
Chemistry	26.7%	38.0%	41.2%
Physics	14.2%	18.8%	22.1%
Computer-Related Course	28.0%	43.4%	61.7%
AP History/ Government/Economics	15.6%	20.8%	28.9%
AP English	21.0%	27.6%	26.8%
AP Mathematics/ Calculus	10.1%	13.1%	13.7%
AP Science	10.8%	10.5%	15.1%
AP Foreign Language	-NA-	-NA-	6.2%
AP Music/Art	-NA-	-NA-	13.5%
AP Computer Science	-NA-	-NA-	3.3%

We're encouraging local decision making...

Site-based Decision Making

In 1991, Senate Bill 30 enacted the three-year Site-based Decision Making Pilot Program empowering each participating school to "create its own vision and plan to achieve results consistent with the mission and objectives of Utah public education." Sixteen pilot schools, located in 11 different districts, were identified through a careful selection process and are currently in their second year of implementation with an allocation of $50,000.

In June, 1992, site teams from each school shared what they had accomplished so far. Among the various projects at these schools are performance based assessment, tracking and reporting, a council of elected community and staff members, interpersonal skills, student self-esteem, a consistent student evaluation procedure, higher level critical thinking for teachers, and collaboration between regular and special education teachers.

The schools include Bear River Elementary and McKinley Elementary, Box Elder District; Davis Elementary, Uintah District; Orem Elementary and Orem High, Alpine District; Hill Field Elementary, Davis District; Liberty Elementary, Murray District; Lincoln Elementary and Mountain Crest High, Cache District; Lynn Elementary and Taylor Elementary, Ogden District; Valley Elementary, Kane District; Westridge Elementary and Provo High, Provo District; Woodruff Elementary, Logan District; and Manti High, South Sanpete District.

In November, 1992, the Utah Education Association and State Office of Education jointly sponsored a day for case study and solution finding to discover actual problems being encountered by the pilot schools. In late spring, 1993, the State Office will join with professional educator groups, parent groups, and the UEA to hold a statewide site-based decision making summit meeting to distribute national information and conduct "how-to" sessions.

The Star Schools Project

In 1991-92, Utah was successful in a proposal for the Star Schools

Project of the U.S. Department of Education, in cooperation with Los Angeles County School District, called Apollo 2000. An expansion of the original TEAMS Project funded two years ago, it offers science and math instruction in grades 4-6 to supplement the breadth and depth of the teacher's knowledge.

Utah will receive $70,000 each year for the next two years for its part in the Star Schools Project. The seven teachers participating are at Green Acres Elementary School, Weber District; Grandview Elementary School, Ogden District; Kaysville Elementary School, Davis District; Payson Middle School, Nebo District; and Helen M. Knight Elementary School, Grand District.

Experimental and Developmental Program

Acting on a State Office of Education Finance Committee recommendation, the 1991 Legislature consolidated over $4 million from existing reform programs to create a new Experimental and Developmental Program that directs most of these funds to all 40 school districts on an allocation basis. Pooled under the Experimental and Developmental umbrella were Productivity, Outcome-based Education (OBE), Year-Round Schools and Effective Facility Use, Technology Instruction, and PEEPS.

Of the total '91-92 funding, $950,000 was appropriated for legislative/statewide initiatives to improve classified employee efficiency, to implement a 200-day school year, to teach the value of the free enterprise economic system, for the Nine District Consortium, for the Center for Families in Education, for a National Geographic matching program to strengthen K-12 geography instruction, for a Reading Recovery Program in Salt Lake District, and for vocational summer school in southeastern Utah.

Forty-four proposals under the competitive portion of the program were funded in 18 recipient districts ranging from $1,562 to $68,400 for an average grant amount of $20,436. Examples of these projects are middle school cross-curricular teaching, curriculum utilizing aerospace technology, junior and senior high Japanese instruction, implementing library services for at risk students, performance-based elementary science, and dissemination of Ute lessons.

A number of districts receiving their share of the 50 percent allocated portion of Experimental and Developmental Program funds created mini-grants or invested the funds in broader district-wide efforts. Examples are district-wide programs for gifted and talented, computer networks, and a wetlands study project. The 1992 Legislature shifted the program formula so that 75 percent of the funds now flow to districts via allocation and the remaining 25 percent is available for statewide projects.

Modified School Calendars and Schedules

Utah continues to lead the nation with the country's highest proportion of districts, schools, teachers, and students on non-traditional calendars or schedules. Most of them are being implemented to maximize the use of school space, expand curricular options, increase learning retention and academic achievement, restructure instructional delivery, reduce operating costs, or enhance teacher compensation. All contribute to the productivity of Utah's public school system as a whole.

A record 2,800 Utah teachers currently serve over 73,000 students in 85 year-round schools, which operate in 10 of Utah's 40 school districts on single track and multiple track schedules during all seasons of the year. Twenty-four elementary schools operate extended-day schedules that affect 587 added teachers and 16,400 students in six school districts; 14 rural schools are operating a four-day week; and three elementaries are holding a 200-day year.

Community Service Learning

In 1992, Utah received a one-year $109,143 Serve-America grant and is currently holding six sessions to train trainers to implement this program, the youth community service component of the America 2000 National Education Plan. Hopefully, these "service learning" experiences will help students develop a social conscience, an attitude of responsibility and caring about real human needs and the environment, and skills to solve practical problems.

Serve-America is designed to spearhead multi-district service learning experiences for students K-12 that will encourage them to "give something back" to society. The program offers matching grants up to $2,000 to groups that develop a service program for drop-outs and other at-risk youth offers grants up to $1,000 to community groups to help develop programs to increase adult volunteer services for at risk youth in and out of the school setting, and creates service learning instruction and reflection time for adult leaders.

The Outcomes Driven Schools Network

Outcomes driven schools in Nebo, Morgan, Juab, and North Sanpete districts are among many doing well. Strategic plan facilitation was provided in fall 1992, to Beaver, Kane, Wayne, North Sanpete, Grand, San Juan, and Sevier districts as well as the Central Utah Education Service Center. The merging of the

outcomes driven model and strategic planning, both holistic in their approach, constitutes a powerful force for educational change.

The team on school climate has gathered considerable information and Millard District schools are putting it into practice. Transformational leadership training is continuing. The Sevier superintendent spurred the formation of a curriculum and assessment group headed by State Office leaders. A coaching and mentoring service by three former superintendents is helping districts to work through problems. An October mentoring activity on Success Connections was held in Kanab.

Rural Education

All four regional education service centers, now headed by experienced former superintendents, continue their work in support of rural school districts in lieu of the staff found in larger district offices. The southwest center in Cedar City has developed a preventive maintenance program for computers and other electronic equipment. Centers are planning EDNET telecommunications expansion. Applied technology center programs are being implemented more fully in underserved areas.

The Utah Institute for School Improvement is continuing its training function. A two-day Academy for New Teachers, held in Beaver in August, gave 43 teachers and three principals a chance to share ideas. All regional education service center directors will now be members of the Utah Rural Schools Association Board of Directors, thereby assuring every region appropriate representation. The National Rural Education Association will hold its 1995 convention in Utah.

Part 4

We're increasing involvement, quality, and equity...

Early Intervention for School Success

The Services for At Risk Students Section's Early Intervention for Student Success program is now in its second year. Its purpose is to encourage collaborative intervention to reduce problems resulting in school dropout, academic failure, social misbehavior, and risky health-related practices. Based on the findings of seven pilot projects, three-year grants extending through July 1994, were awarded to nine districts involving the following 36 elementary schools:

Country View, Hillcrest, Lakeview, Lewis, Lincoln, Lynn, Polk, Roy, Washington Terrace, and Pioneer in Ogden/Weber; Franklin, Maeser, Sunset View, Timpanogos, and Joaquin in Provo; Copperview, Midvale, and Sandy in Jordan; Grantsville in Tooele; Crestview, Doxey, Holt, Lincoln, Wasatch, and Whitesides in Davis; Red Rock in Grand; Hawthorne, Jackson, Mountain View, Nibley Park, and Parkview in Salt Lake City; and Enoch, Escalante Valley, and North in Iron.

The program motivates educators, health officials and school nurses, substance abuse and mental health authorities, parents, law enforcement officials and the PTA to collaborate in providing parenting, healthy lifestyles, and child growth and development classes, before and after-school and family literacy programs, home visits, bilingual services, cross training of staff, mentoring and peer tutoring, students as family advocates, nutrition education, and first aid, safety, and health screening.

Utah Center for Families In Education

In the one-and-a-half years since the Utah Center for Families in Education was created, 12 schools in Alpine, Beaver, Granite, Logan, Salt Lake City, Wasatch, and Washington districts have been selected for a five-year pilot program. Each has adopted a national model proven to be effective. The Center's mission is to strengthen the role of

parents in their children's school success in recognition that families exert a primary, vital influence on their children's lives.

The Center is housed at the State Office which operates it in cooperation with the Utah PTA. The family Ed-Info Hotline series of 57 three-minute messages, containing information for parents on such topics as building a child's self-esteem, coping with depression, teen-age alcoholism, and what parents can do about gangs, has been well received. In November 1992, the Center expanded its role to include family involvement in pre-school and early childhood development and will support the State Systemic Initiative.

Chapter 2 Educational Improvement

During 1992-93, Chapter 2 of the Education Consolidation and Improvement Act (ECIA) provided $3,461,126 in funds through the State Office of Education to help schools serve students at risk, acquire and use instructional materials, implement effective instructional programs, train school personnel, enhance learning excellence, design innovative projects, and identify reading problems. In addition, the State Office gets approximately $865,000 annually to render Chapter 2 district support services.

National Diffusion Network

The National Diffusion Network (NDN) is dedicated to helping local school districts in their continuing efforts to improve educational opportunities and achievement for all. The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs. The utilization of NDN programs in Utah is growing each year. There were over 430 NDN adoptions from October 1991, to November 1992 in 19 program areas such as mathematics, science, reading, critical thinking and decision making skills, and developing creative potential.

Community Education

Since the 1960s, hundreds of thousands of Utahns have been active participants in a wide variety of locally-based community education programs. During 1991-92, over 850,000 people, pre-schoolers through adults, participated in over 6,000 courses and services offered through their local schools in conjunction with some 1,200 other agencies and organizations.

These many educational, recreational, social, cultural, and community improvement efforts are conducted by 35 of Utah's 40 school districts. Most of these activities are self-supporting from the fees and charges paid by participants, sponsorships, special levies, grants, and other funding sources and are offered to the public at existing school facilities on an optional basis.

Migrant Education Program

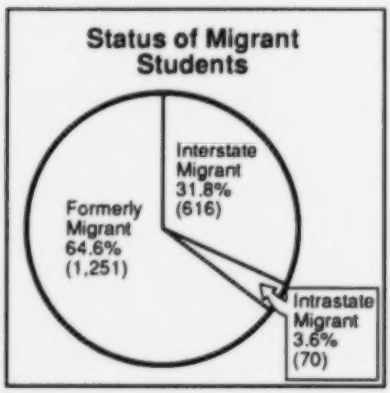
Utah's Migrant Education Program continues to identify and enroll more students each year. During the summer of 1992, over 1,930 students received guidance and counseling, health, dental, nutritional, and transportation services as well as reading, writing, mathematics and other academic instruction at 10 locations across the state.

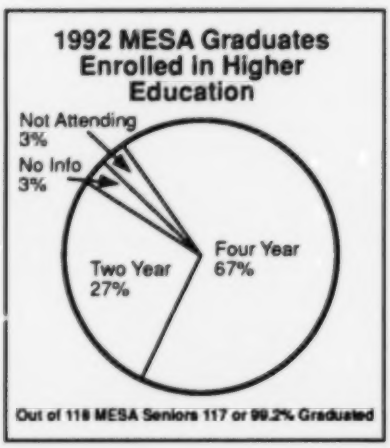
At the same time, over 100 parents and other volunteers donated 1,788 hours, and 645 parents visited classrooms or discussed the progress of their children with teachers.

Also last summer, migrant education coordinated with Utah State University, University of Utah, Brigham Young University, and Weber State University to enable students majoring in early childhood education to earn college credit for first-hand experience with migrant children ages three and four. Program continuity for migrant students in the secondary grades is also being emphasized, and funding has increased over 9 percent due to intensive efforts of Utah's migrant education recruiters.

Educational Equity Programs

Now in its ninth year, the Utah MESA (Math, Engineering, Science Achievement) Program enrolled over 2,000 students in 47 schools in seven districts last fall, 68 percent more than in the previous year. MESA




1992 MESA Graduates Enrolled in Higher Education
Not Attending 3%
No Info 3%
Two Year 27%
Four Year 67%
Out of 118 MESA Seniors 117 or 99.2% Graduated

continues to exert a major impact on math and science course taking, attendance, achievement, career goals, and post-high school enrollment of the under-represented Asian, Black, Hispanic, Native American, Polynesian, and female students targeted for participation.

The program's growing credibility resulted in a $156,000 allocation to the State Office budget from the 1992 Legislature for program stabilization and expansion. School and district access to these funds will be available through competitive grant applications in early 1993. During 1991-92, 2,500 junior and senior high school girls and their parents participated in five regional conferences. Out of 118 1992 MESA seniors, 117 graduated, and 94 percent of them are now attending a two- or four-year college.

Gender Equity

During 1992, the State Office of Education Vocational Equity Specialist and all four Gender Equity Technical Assistance Center (GETAC) coordinators took advantage of interest generated by findings of the report "How Schools Shortchange Girls" to implement a two-fold plan to revitalize equity efforts in Utah. As a result, more than $228,000 in Carl Perkins Equity funding was awarded for 24 proposals from 13 school districts, two applied technology centers, and seven colleges and universities.

Equity workshops in awareness and assessment were conducted in every region of the state. In southern Utah, two equity training sessions in specific interactive strategies, self-evaluation, and peer observation techniques were conducted. GETAC coordinators, district vocational directors, teacher teams, and State Office curriculum and applied technology education specialists will soon be working in tandem to prepare, pilot, and distribute materials updating curriculum-integrated equity activities.

We're creating new-generation high schools...

Nine District Consortium Update

Reinventing high schools of excellence continues to be the goal aggressively pursued by Utah's Nine District Consortium as accomplishments of the ten pilot high schools gain momentum. The new level of professional commitment and enthusiasm revitalizing the staffs of these schools is resulting in higher student achievement, students becoming better prepared with skills and knowledge necessary for a world class work force, greater support from parents and community, and greater utilization of the high school as a center for community learning.

During the past two-and-a-half years, members of the Nine District Consortium Board of Directors have inspired new visions for high schools in their districts, and other districts in the state want to participate. Though each Consortium member is focusing its efforts a little differently, all are following the original goals and objectives that are in harmony with Utah's Public Education Strategic Plan and the U.S. Department of Labor's SCANS Report.

Progress toward the ultimate goal of new-generation high schools confirms that the role and mission of the high school must change, that professional educators, working with community and business partners, can determine the skills and knowledge students must acquire to become productive citizens, and that high schools working within their communities can and will do necessary restructuring to achieve these new standards if given the opportunity.

The original belief that this process could be completed in three years is unrealistic. The Consortium's developmental sequence and time line provides for open-ended progress through 1996 to enable each school to maximize local ownership and support as it continues to refine the prototype into a new, more responsive high school model. The commitment of time,

Members of 9 District Consortium

District	High School
Cache	Mountain Crest
	Sky View
Davis	Northridge
Granite	Granger
Millard	Delta
Provo	Provo
San Juan	San Juan
Uintah	Uintah
Washington	Dixie
Weber	Roy

money, and effort of all stakeholders, from the Legislature to local boards of education to individual educators, must continue.

High School Apprenticeships

In 1991-92, the High School Apprenticeship Program provided 75 new trainees. A one-year related curriculum has been developed and 30 local school staff trained to teach the two 90-hour courses that are competency-based for self-paced learning. They include Critical Workplace Skills and the Basic Apprenticeship Related (BAR) course for which it is a prerequisite.

Most of the 834 approved apprenticeship occupations will accept these courses as qualifications for job training. The State Office of Education expects the apprenticeship program to involve 10 percent of all high school graduates. This will require a dramatic shift in the mind set of citizens, educators, and employers who still place superior value on a traditional classroom education.

The market-driven Critical Workplace course assures that a student has mastered critical thinking, quality control, applied math, workplace economics, computer literacy, health and safety, and other subjects. Students are learning the crucial importance of teamwork in tomorrow's workplace, and employers and educators are discovering they play complementary roles in the future of their communities.

Comprehensive Guidance Programs

The Student Educational-Occupational Plan provides 1/2 unit of credit toward high school graduation and equips all students, including disadvantaged and/or those with disabilities, with a marketable skill to earn a living or preparation for further training. Course sequence guides assist counselors, provide a step-by-step road map toward employment, and include both academic and applied technology requirements.

In addition to following their individual plans, high school students are gaining knowledge of growth and development, positive mental health, and useful life skills from comprehensive guidance that began as a pilot program in 1989 and is transforming school counselors into full-time teachers. School districts in Utah's southwest region began placing graduating seniors in jobs through collaboration of Job Service counselors, JTPA, and other agencies in 1991.

Last spring, Wasatch, Nebo, Duchesne and Uintah districts began implementing Educational Talent Search (ETS), a federally funded program through Utah Valley Community College that motivates low-income students and those whose parents did not graduate from college with a four-year degree to raise their expectations. ETS is decreasing drop-outs and boosting the career goals and self-esteem of many students who assumed they could neither afford nor benefit from post-secondary education.

Carl Perkins Standards and Measures

To measure the impact of federal vocational dollars at the sites which receive them, the State Office of Education, in conjunction with a Committee of Practitioners, has developed State Core Performance Standards and Measures. Areas of measurement include student progress in achievement of basic and advanced academic skills, and outcomes such as job placement or continuing training. They will be used to assess learning gains of students including those who are disabled, economically or academically disadvantaged, limited English proficient, or incarcerated.

We're delivering applied technology education...

Trade, Industrial and Technical Education

About 30 innovative high-tech projects have been recently funded through federal, state, and local sources for implementation in Utah high schools, applied technology centers, and post-secondary institutions. They provide ideal opportunities for students to identify, acquire, and master specialized and marketable applied technology skills while still in high school.

Weber State University, Salt Lake Community College, Dixie College, Dixie High, Pineview High, and Roy High are now nationally certified to teach all eight areas of the Automotive Service Excellence (ASE) Program. This process requires a complete upgrade of the program to teach advanced service techniques on new and developing high-tech vehicles from 1993 through the year 2000.

New occupational computer programming/computer science programs are operating at Skyview High, Mountain Crest High, and Pineview High. They include all new computer laboratories with computer graphics, computer numerical control (CNC), computer-aided drafting (CAD), robotics, and computerized programmable controllers. Six high schools are upgrading their CAD drafting labs.

The Applied Manufacturing/Machine Shop Program is being developed and expanded at such sites as Ogden-Weber Regional Machine Shop at Weber High and Southern Utah University. The Applied Manufacturing Maintenance Technician Program at Ogden-Weber Applied Technology Center is another example of Weber County's cooperation with the manufacturing industry.

Industrial and Agricultural Technology

The Industrial Arts and Agriculture Technology (IAT) revision project, focusing on technology and replacing the Integrated Shop Program, completed its final workshop in August, 1992. The committee completed a model which provides a continuum of technology instruction from kindergarten through the 12th grade. Five distinct 9th grade ex-

ploratory units have been developed: Communications Technology, Construction Technology, Power/Energy Mechanical Technology, Manufacturing Technology, and Agricultural Science Technology.

The Tech Prep Education Act (Perkins Law 101-392) creates a new and exciting challenge to structure and deliver technology-focused education. All nine Utah regions are currently being funded in the planning and design phase of the Tech Prep Program. Its challenges are to create seamless curricula that ease transition from secondary to post-secondary levels and actively involve business, industry, and labor in setting directions, identifying competencies, and encouraging faculty collaboration between the levels.

Business Education

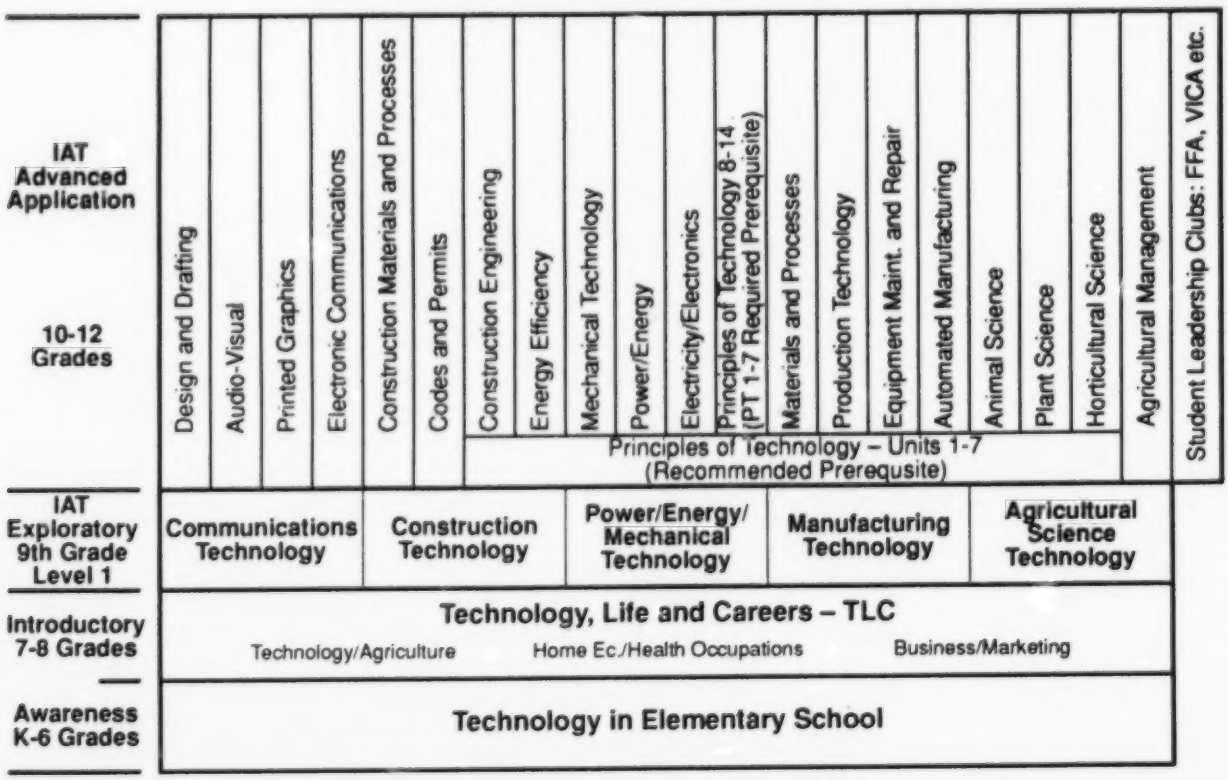
The Business/Marketing component of the Technology/Life/Careers Program for 7th grade career exploration was recently revised with updates to technology applications such as database, spreadsheets, word processing, programming, and graphics, and distributed statewide. In 1991-92, statewide business competency tests in accounting, data processing, and word processing were administered to over 10,000 high school students.

Teachers are being trained in new standards and objectives for telecommunications and desktop publishing to keep pace with ever changing demands and a new international business course is being developed. Utah served as host state for the National Future Business Leaders of America (FBLA)/ Phi Beta Lambda (PBL) Western Regional Leadership Conference last November that brought together over 10,000 high school and college business students and advisors from eight western states.

Health Occupations

Integration of Health Education and Health Occupations several years ago continues to spur the development of local training opportunities in a growing number of school districts in such fields as sports medicine, physical therapy, and various medical procedure technician fields for which hospitals and medical centers provide hands-on training and experience.

Industrial and Agricultural Technology (IAT) for Rural Schools in Utah



Agriculture Education

Through a matching grant from the State Office of Education, Agriculture Science and Technology instructors in Utah recently joined the AgEd Network that links all secondary and post-secondary agriculture instructors electronically across the state of Utah and nationwide. It provides them with two-way E-mail access to over 1,300 curriculum units, six state curriculums, and agriculture data bases of the U.S. Department of Agriculture, the National FFA Center, the Chicago Board of Trade, the Chicago Mercantile Exchange, and other agencies.

Aquaculture education has been incorporated into several agriculture program pilot sites. Utah was represented when the Agriculture Council brought all fifty states together to learn how to start aquaculture education programs. Utah pilot schools are constructing laboratory facilities to raise game fish, and two are running their aquaculture facilities in conjunction with hydroponics. Last summer, 10 post-secondary agriculture interns were placed with successful instructors to gain first-hand knowledge of how summer agriculture programs should be conducted.

Home Economics Education

Home economics certification was developed in 1991-92 to assure employers that the student has mastered certain specified skills and competencies. Students are issued certificates identifying the competencies on the reverse side when they complete the program, which was designed for use throughout a sequence of courses in vocational home economics, food, clothing, textiles, housing, interiors, or child care. The certification program is also intended to accommodate open entry - open exit enrollment by documenting proficiency levels in writing or by live demonstration and is being applauded by students, teachers, businesses, and parents.

Economic Education

Economic Education in Utah boasts new steps in entrepreneurship education in 1992 which support the SCANS and America 2000 reports. The Governor's Young Entrepreneur Award program continues but is being supported by new efforts from the community and local school districts. These include the Entrepreneurs in Action Club at Weber High School and entrepreneurship training seminars at Weber State University and Salt Lake Community College for high school students interested in starting their own business operations.

The Utah Council on Economic Education is implementing the Economics America program provided by its parent organization. The Stock Market Game, a hands-on simulation activity, is growing with increased support from local securities companies and now involves nearly 1,500 junior high and high school students. Other ongoing programs include in-service workshops, the Econ and Me elementary curriculum, the ECONotes newsletter, the annual Excellence in Economic Education teacher awards, Federal Reserve Bank workshops, and coordination of various business endeavors.

Applied Technology Leadership Organizations

Applied Technology Education leadership club organizations continue to function as an integral part of related curriculum for students enrolled in applied technology programs from junior high/middle school through the university level. Their primary objective is to help students acquire traits of leadership in conjunction with technical skills to give them a competitive edge in the job market. In 1991-92, membership and active participation in these clubs increased to 15,970, up from 14,562 the prior year.

The 11 leadership organizations currently operating in Utah are Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), Health Occupations Students of America (HOSA), Technical Students Association (TSA), Vocational Industrial Clubs of America (VICA), Delta Epsilon Chi, Phi Beta Lambda, Utah Homemakers, and Young Farmers.

Other Technology Education Activities

In 1992, the State Office of Education Applied Technology Education Section monitored facility remodeling and building programs at Millard High, San Juan High, Morgan Middle, Springville Junior High, Roy High, and Alpine Junior High. Also, technical assistance was provided to four applied technology centers and the following high schools: Skyline, West Jordan, Clearfield, Piute, Wayne, Viewmont, Northridge, Escalante, Bryce Valley, Roosevelt, Duchesne, Granite, and Bear River.

Part 7

We're helping youth and adults achieve success...

Applied Technology Centers

Utah's five applied technology centers (ATCs) are providing the state with its business and industry partnership connection by continuing their mission of preparing high school students, adults, displaced workers, and unemployed individuals for entry level skilled jobs. They also provide custom fit training to revitalize businesses and their employees.

Analysis of the 1990 U.S. Census showed that Utah had 22.3 percent of its adult population completing a bachelor's degree and 6.8 percent completing a graduate degree. According to Job Service, only 18.5 percent of the jobs filled in Utah in 1990 required a baccalaureate degree or higher. Most other jobs in Utah require technical skill preparation prior to successful entry in the job market.

The applied technology centers are proud to fulfill a unique role in job training by providing high quality, short-term intensive training, technical training at a low hourly cost, an immediate return on investment, a custom fit training staff to meet business and industry needs, and by responding to the local labor market and to client job placement needs.

The task of Utah's applied technology centers is not only to train new workers, but also to retrain and upgrade the technical skills of existing workers. In today's world, new training does for workers what new inventions do for industry. Both translate into new products. The ATC system is Utah's investment to ensure that a quality work pool, the best work force in the world, will be available to the businesses and industries of the state.

Custom Fit Training

The Custom Fit Training Program administered by the State Office of Education assisted 288 new and expanding companies and 80 companies needing revitalization in 1991-92 by training approximately 6,380 of their employees. The average wage for the Custom Fit trainees is $8.58 per hour for industries new to Utah and $10.49 per hour for trainees currently employed in Utah businesses. The training was done

using $3,800,000 in state funding.

The program assists businesses in all regions of the state with costs of classroom training, on-the-job training, occupational curriculum development, and testing/evaluation, and offers training in any applied technology field as well as leadership and supervisory training. It also helps Utah companies losing their competitive edge to upgrade or retrain their workers. Many companies credit Custom Fit Training as a primary incentive for establishing themselves or expanding in Utah.

Concurrent Enrollment

Concurrent enrollment, rigorous college level classes that offer both high school and college credit, grew in Utah during 1991-92 both in terms of course offerings and student participation. The number of students taking courses increased by 15.7 percent between 1990-91 and 1991-92, while the number of quarter hours earned rose by 11.7 percent.

This indicates capable students are welcoming concurrent enrollment opportunities and makes quality learning in the early years of schooling more pivotal so students will be better prepared to take advantage of such options. An $8.52 -per-quarter-hour reimbursement is distributed to the school districts according to the total number of quarter hours earned by students in the district taking concurrent enrollment classes.

Early Graduation Scholarships

The early graduation scholarship is a partial tuition scholarship for students who have identified a specific goal and are able to finish their high school requirements at the end of their junior year or during their senior year. Like Advanced Placement and concurrent enrollment, early graduation offers students more flexibility in planning their future and obtaining quality education.

As of November 17, 1992, 71 students had completed their high school graduation requirements at the end of their junior year or during their senior year. The partial tuition scholarship can be used in an approved post-high school institution during the same year or year following that when requirements are met. One or more students in 20 school districts at 33 different high schools completed this program in 1991-92.

Alternative High Schools

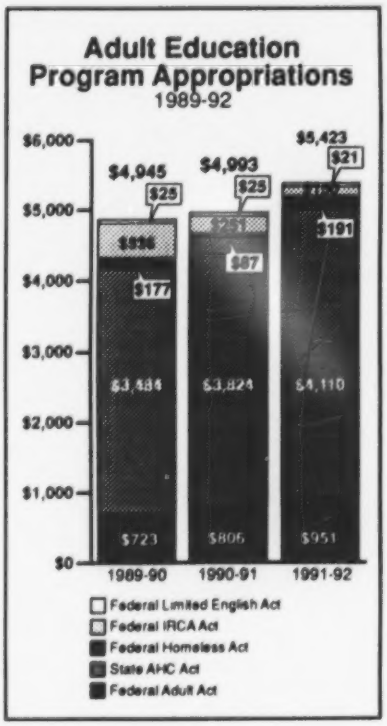
Seventeen public alternative high schools are now serving Utah teenagers and young adults whose education has been interrupted for a variety of reasons. These people may include unwed mothers, individuals on probation through the courts whose parole officers have insisted they earn high school diplomas, or persons who can no longer attend high school full time because they must work to help support their families.

Alternative high schools offer flexible scheduling to meet the needs of students with part-time jobs, career counseling and on-the-job training programs that lead to full-time employment, parenting education when it can be most vital, and one-on-one attention that strengthens self-esteem and encourages a drug-free lifestyle and the development of individual talents and interests.

Adult Education Programs

During 1991-92, 26,609 individuals attended Adult Basic and Adult High School Education classes. Specifically, 6,884 individuals were enrolled in Basic Education (level 0-8); 19,725 took GED and Adult High School classes (9-12); 45,860 high school credits were earned in Adult Basic and Adult High School classes; 2,405 adults received high school diplomas; 5,063 took the GED Test; 3,718 met GED Test requirements; 2,896 participants obtained jobs; and 688 adult enrollees were removed from public assistance.

Adult education enables growing numbers of Utahns to become literate, self-reliant, and contributing citizens. The State Office of Education adult education specialist works closely with Project Read and other regional programs as well as with the Utah Literacy Coalition, which help hundreds of citizens to attain literacy and lead more productive lives. Adult education programs continue to benefit Utah's economy by enhancing its human and financial resources. For every $1 invested in adult education, Utah is receiving $6.35 in saved, earned, or returned income.



GED Testing Program

The General Educational Development (GED) testing program provides testing and certificate services enabling Utah residents age 18 or older to demonstrate basic

competencies after the time others in their age group have graduated from high school. Last year, 5,063 examinees ages 16 through 82 (average age 23.5) were tested with 70.4 percent meeting Utah's minimum standards, the second highest in the nation. The State Office of Education contracts with 21 GED testing centers in Utah. Each center is authorized to provide the seven-hour test and issue official test scores and the General Educational Certificate.

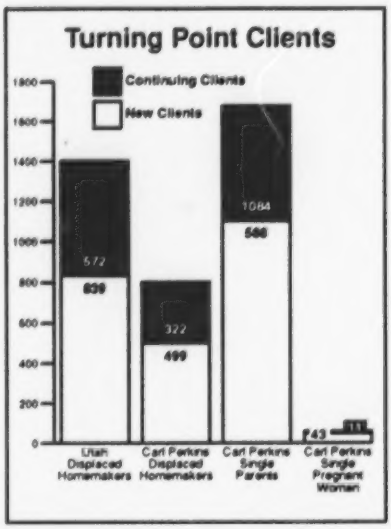
Turning Point Program

Last year, more than 2,400 new and approximately 1,500 continuing clients were served at Utah's 17 Turning Point centers across the state. Single parents, single pregnant women, and displaced homemakers are assisted by the program through Carl Perkins Act funding and state marriage license funds to develop marketable skills and attain self-sufficiency.

One recent goal of Turning Point was to access a computerized management system which will allow all client data to be electronically maintained at each of the sites and subsequently reported on disc for annual statewide evaluation. This will drastically reduce the costs of collecting data as well as provide a more standardized and accurate reporting system.

Another goal was to upgrade Turning Point employee competence by providing training in several areas. In 1991-92, 53 individuals successfully completed 40 hours of Basic Assertiveness Training by highly qualified instructors, and 47 trainers received an added 40 hours of instruction on effective teaching strategies, social styles, group facilitation, trainer styles, presentation skills, and group dynamics.

In coordination with JTPA, the Bureau of Apprenticeship Training, the Apprenticeship Coordinator's Association, the Women's Bureau, Human Services, and Utah Valley Community College (UVCC), the Women in Apprenticeship pilot project administered through Turning Point at UVCC is giving women opportunities to receive hands-on and job-site training and meet those successfully holding jobs considered non-traditional.



We're empowering the teaching profession...

Teacher Training and Retraining

In October 1992, Utah submitted its $10 million State Systemic Initiative proposal "Restructuring the Teaching and Learning of Mathematics and Science" to the National Science Foundation in Washington, D.C. Planned to make extensive use of advanced technology for instruction and communication, it sets the stage for Utah to make major contributions to the national knowledge base on school restructuring and education in science and mathematics.

These changes will be brought about through innovation consortia consisting of elementary resource and satellite schools and feeder junior high schools from throughout the state. Starting with 180 elementary and 36 secondary schools with over 1,260 teachers, to attain intensive K-9 concentration, the project will eventually involve 500 additional schools in the process and affect high school faculties and teacher training institutions.

A product of statewide dialogue among government officials, educators, and business leaders regarding evolving needs in science and mathematics education, Utah's proposal is consistent with the goals and vision of the state's Strategic Plan for Education and utilizes data from research assigned by the Governor's Office. The State Superintendent of Public Instruction will act as fiscal agent for the Utah systemic change project to be administered under the direction of the State Office.

The Systemic Initiative is expected to generate intensive and widespread technical teacher training, retraining, and internships. It will muster a collaborative team of higher education, state mathematics and science specialists, and excellent elementary and secondary math and science teachers to restructure curricula affecting an ever-expanding circle of teachers, counselors, and principals. Substantial funding will come from legislative support of the Utah Educational Technology Initiative.

USOE Core Curriculum Support Activities 1991-92

Workshops Presented	351
Districts Receiving Training	40
Individuals Receiving Training/Retraining	
Teachers	5,856
Parents	542
Administrators	1,145
Technical Assistance Visits	1,340
Private Schools Served	18
College/University Educators Served	327

Alternative Preparation for Teaching

During 1991-92, 16 candidates were hired through the Alternative Preparation for Teaching Program that enables successful and experienced professionals from various fields to teach in public schools on a limited basis without complying with full-scale teacher certification requirements. So far this school year, 15 additional persons have been hired. Overall, during the first two years of this program, the Certification and Personnel Development Section has processed over 217 applications.

Reports from schools which have employed teachers through this means range from satisfactory to superior and outstanding. These are people making a career change who have at least five years of experience outside the public or private school system. One characteristic that sets them apart is their first-hand grasp of their subjects which range from art and music to math and science. The Alternative Preparation for Teaching program is committed to refining itself as often as necessary.

Teacher Personnel Status

In 1991-92, Utah reported a total of 21,720 professional personnel: 10,499 elementary classroom teachers, 411 elementary principals, and 161 other elementary personnel such as library media directors and counselors; 1,763 middle school teachers, 81 middle school principals, and 89 others; and 7,087 secondary teachers, 329 secondary principals, and 407 others.

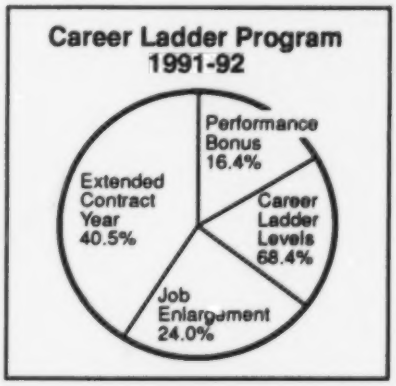
Included in this total are also 393 district-wide instructional personnel, 407 supervisors and directors, 24 others such as specialists, social workers, and psychologists, 40 district superintendents, and 29 administrative assistants. Davis and Salt Lake counties employed 50 percent of all personnel and served 52 percent of Utah's total student enrollment.

Over 95 percent of Utah teachers are fully state certified and all are endorsed in the core subjects they teach. In 1991-92, 1,948 new teachers were hired. Some must still fill multiple subject assignments in remote locales where authorizations are customarily granted to those in the process of earning added endorsements in subject areas where needs exist.

Special education teachers and school counselors remain in short supply as are qualified math, science, and library media personnel at the secondary level, particularly in some rural areas of the state. Utah's expanding program of comprehensive guidance and implementation of the Student Educational-Occupational Plan continue to increase the workloads of counselors beyond their capacity in some secondary schools.

Career Ladder Program

The 1992 Legislature appropriated $34,836,200 for the ninth year of the Teacher Career Ladder Program. Although district career ladder plans share similar characteristics, each is individually approved by the State Board of Education. In 1992, 21 school districts and one applied technology center requested and were awarded a one-year waiver of submission of their 1992-93 career ladder plans.



Funds allocated for career ladders must be used for certificated personnel who are paid on the teacher's salary schedule and whose primary function is to provide instructional and/or counseling services to public school students. Each plan may have a performance bonus element that provides extra pay to educators judged by the district as being outstanding in regular classroom performance and may allocate remaining funds for instructional or curriculum responsibilities. Each plan may also fund an extended contract year of additional paid non-teaching days.

The 1992 Legislature added a teacher retraining component to the Career Ladder Program. Districts may also use career ladder funds to extend teacher contracts as an added financial incentive for teachers in given fields of instruction where teacher shortages exist, but these districts must notify the State Office of Education of their intent prior to negotiating contracts with such teachers. Career ladder funds are disbursed by formula based on a district's average daily student membership, total teacher count, and weighted pupil units.

Professional Practices Advisory Commission

In 1992, the Utah Professional Practices Advisory Commission continued to fulfill its charge from the State Board of Education to maintain the high degree of ethics and conduct required in the education profession by reviewing competency standards, facilitating peer reviews, holding hearings in response to allegations of unprofessional behavior, and resolving such cases.

Commission members received inservice training at a summer workshop and attended meetings on symptoms of emotional, sexual, and physical child abuse and abuse of steroid drugs, the importance of educators being positive role models for students, the park arrest program for solicitation of sex and disorderly conduct, and the history of the Commission and its future goals and challenges. In 1991-92, 45 cases of unprofessional behavior or immoral conduct resulted in six certificate revocations.

Fingerprint background checks were begun in September 1991 for all educators receiving initial certification and educators whose certificates had elapsed for six months or longer. Legislation now allows the State Board of Education to revoke a teaching certificate permanently and allows the State Office of Education to investigate any and all charges of child abuse, regardless of whether court records were expunged.

Utah Principals Academy

During 1991-92, the Utah Principals Academy facilitated the transition from school manager to instructional leader for each of the 45 participating Academy Fellows. The Fellows were trained in effective communication skills to use in their schools with constituents and when conducting professional meetings.

Along with Utah State University, University of Utah, and Brigham Young University, the Academy received a grant in 1992 from the Danforth Foundation to initiate the Utah Principals Mentoring Alliance. This Alliance is now training administrators to be effective mentors of administrative interns.

Now in its ninth year, the Academy continues to be a positive force for school improvement, innovative ideas, collegial networking, professional development, community/school collaboration, and the dissemination of training to other school administrators.

School Accreditation

During 1991-92, 163 schools including 99 high schools, one middle level school, 19 elementary schools, four K-12 schools, and 40 special purpose schools were accredited by the Northwest Association of Schools and Colleges. In addition, the State Board of Education accredited 94 elementary schools and 79 middle level schools. Each submitted a report to the Board and State Office of Education accreditation specialist indicating how well it is meeting categorical standards.

The reports also include data on graduation requirements, implementation of the state core curriculum, teacher and student attendance, testing programs, drop-out rates, student education plans, class periods per day, counseling, and compliance with state laws. In 91-92, full team evaluations were completed at seven elementary schools, one K-12 school, eight high schools, and five special purpose schools. Thirty-five follow-up visits were also made.

Part 9

We're educating responsible, drug-free citizens...

Law-Related Education

Law-Related Education programs continued to expand during the 1991-92 school year. Now in its 13th year, the statewide Mock Trial Competition had 81 teams, an increase of two teams, and enjoyed greater-than-ever geographic representation from 22 school districts and seven private schools. Supported by over 180 volunteer attorneys who served as judges and coaches, the 1992 competition featured a case involving drunk driving and a hit-and-run accident. Judge Memorial High School was the 1992 senior mock trial champion and Churchill Junior High won in the junior division.

Conflict Management, which instills non-violent mediation and conflict resolution skills in elementary students, was taught, and two videos about conflict management, "The Living Law - Law-Related Education in Utah," and "Justice without Judges," were produced. The Drugs in the Schools program provided delinquency prevention training to Juvenile Justice providers in the Uintah Basin, at Moweda in the Ogden-Davis area, and to staff at the Salt Lake County Detention facility. Funding for Drugs in the Schools has been provided for through a co-operative grant .

The law school program, Teaching Legal Concepts in the Public Schools, was expanded on a pilot basis to the J. Reuben Clark School of Law at Brigham Young University and Utah County high schools. The response to the secondary school law course was positive in the Salt Lake area through the University of Utah College of Law. Continued support of the Utah Bar Foundation, State Office of Education, and Office of Juvenile Justice and Delinquency Prevention is sustaining these efforts to bring citizenship education to Utah students.

Pre-K–12 Alcohol and Drug Prevention

In 1991-92, Utah's Pre-K–12 alcohol and drug prevention curriculum, *Prevention Dimensions*, continued to be implemented in schools throughout Utah by teachers trained by prevention specialists. In February 1991, annual training sessions updated approximately 200 trainers including drug-free school coordinators, substance abuse prevention specialists, health educators, and teachers. Materials for Pre- K–6 are in place in local planning districts and individual schools.

The secondary 7-12 curriculum is being put together by a committee made up of junior/senior high school teachers, prevention specialists, State Office of Education curriculum specialists and others. Projected for completion in spring 1993, it will help infuse substance abuse prevention into other discipline areas such as social studies, language arts, math, science, the arts, and applied technology education. Also, about 300 teachers were trained in Healthy Lifestyles camps.

Drug-Free School Programs

The 40 school districts submitted 1991–92 plans for their portions of the Drug-Free Schools and Communities funds and each district program coordinator was contacted. An evaluation was conducted in each of the districts that provided information about the programs, their effectiveness, and the resources of the districts. The State Office of Education submitted five nominees in the 1992 U.S. Department of Education Drug-Free School Recognition Program, and Municipal Elementary in Weber District and Cyprus High School in Granite District won national honors.

Drug-Free School Regulations

In October 1991, all schools were required to be in compliance with the Drug-Free Schools and Campuses Regulations that include age-appropriate curriculum, standards of conduct and disciplinary sanctions, information about available counseling, rehabilitation, and re-entry programs, and the requirement that both parents and students be given a copy of the standards of conduct with notification that compliance is mandatory.

In spring 1991, David Quinlan from the U.S. Department of Education conducted a state on-site review of the Drug-Free Schools and Communities Program and was very complimentary. Findings and recommendations of this review have been acted upon, placing Utah in full compliance with the Drug-Free Schools Act of 1986.

Drug-Free Community Training

During '91-92, the Utah Federation for Drug-Free Youth received a grant from the State Division of Substance Abuse to co-sponsor substance abuse prevention community team training with the State Office of Education. Three-day regional training sessions were held in Logan, Richfield, and Vernal for approximately 285 people including youth, parents, church leaders, government officials and agencies, school teachers, and administrators.

Each community team was made aware of its specific problems and what resources were available to address them, and then challenged to come up with a vision of where it wanted to go along with specific goals and strategies to get there. Excellent action plans have been put together and followed up on, thereby creating a bond between schools and communities as they work toward a common cause.

Part 10

We're expanding the use of educational technology...

Educational Technology Initiative

In 1990, the Utah Legislature approved funding for the statewide Educational Technology Initiative (ETI) to provide greater access to technology in the state's public schools and colleges of education. Initially funded to assist in improving student mastery in math, reading, and language arts, ETI has been a dynamic catalyst for equal access to technology for rural and urban districts and is poised to implement the Utah Systemic Initiative.

At the same time, ETI is empowering districts of all sizes from rural Daggett and Rich to Granite, Utah's largest, to build technology systems to fit their unique needs with components such as CD-ROM and Hypercard, interactive videodisc players, and large-screen monitors. A growing number of local community businesses are collaborating with schools to purchase equipment. ETI has played and will continue to play a major role in technology education of students.

Results indicate teacher confidence in technology is rising, equipment set-up time is being saved, student learning is becoming richer and more diverse, information has more immediacy, access to teaching materials is better, teachers have more one-on-one time with students, test scores in math and reading have risen, and districts are recycling older computer equipment more cost-effectively.

Educational Technology Initiative
Matching Funds Report 1990-92

Legislative Allocation	**$28,900,000**
Vendor Discounts	$20,688,689
Inservice Training, Grants & Contributions	12,266,164
Private Contributions	5,737,280
District /College Matching Funds	26,352,710
Total Matching Funds	**$65,044,843**
Total Combined Funds	**$93,944,843**

District Computer Services

Each school district and applied technology center throughout the state acquires some type of data processing through the State Office of Education District Computer Services Section. Services often vary from district to district depending on need, from fiscal services such as payroll, budget/general ledger, fixed assets, and warehouse to student services such as grade reporting, transcripts, attendance, student scheduling, and test scoring. Every district has on-line access to the mainframe at the State Capitol. In fall 1992, there were 1,544 terminals connected with approximately 1,800 unique operators with security to utilize the diverse applications available. These numbers represent 233 sites with 71 remote job entry locations.

During the past year, the Fiscal Information System (FIS) has seen enhanced use of the Local Input and Inquiry System, which is attracting interest as it expands to meet local site management needs. This system allows local administrators to receive up-to-the minute expenditure and budget balances from computer terminals in their own schools. For districts using the State Office warehouse system, local administrators, including school lunch managers, can order items from district warehouses using the same terminals. Greatest expansion in use of this system has been in the Purchase Requisition Entry System enabling administrators to input their own purchase requisitions and track them through the approval, ordering, and shipping process.

The Student Information System (SIS) experienced a major conversion of some of its SIS records. The total system is now in a modern database format as opposed to the "fixed length" records it started with over 25 years ago. Along with the conversion itself, many screens were modified to include new data fields. For example, the SIS system can now accommodate up to eight grading terms in the year. This should provide flexibility for SIS users who are experimenting with new curriculum models. The new format should allow for renewed emphasis on downloading and de-centralized computer operations while maintaining the mainframe for overall state needs and movement of "cumulative folder" and transcript data between districts.

OASIS (Off-line Applications for SIS) attendance is now serving 42 schools, up from 27 schools last year. It has been highly successful because it interacts directly with SIS mainframe data yet allows the local computer within the school to do the actual processing. Transporting data through downloading and uploading between the mainframe and local school computers has allowed districts to do local printing of reports, import files to spreadsheets and databases, and secure student summary information. Enhanced speed and efficiency of the new scanner, which came on-line in January 1992, made it possible to process an increase of 38,960 norm-referenced and 199,469 criterion-referenced tests between '89-90 and '91-92.

Technology Curriculum Update

During '91-92, the State Office technology education specialist was involved in conducting almost 30 separate workshops providing technology training to over 800 teachers on such topics as Macintosh, Hypercard, Novell Netware, elementary school laserdisc use, and the Information Technology core curriculum.

A second emphasis was to revise certification standards for teachers and graduation requirements for high school seniors to help them use today's technologies more skillfully, compete more successfully in today's technological workplace, and be productive in higher education.

With installation of a toll-free phone line paid by a partnership with the private sector, the statewide bulletin board now serves as an information resource and cost-free exchange system receiving over 11,000 calls per year. Special conferences have been set up for educational groups such as the Educational Technology Initiative and the Utah Council for Computers in Education.

Distance Learning Development

The Utah Distance Learning Development Alliance, created by the State Office of Education in 1991, is a partnership between public education, higher education, and the private sector that continues to be active in statewide coordination of developmental activities in the distance learning arena with support from the Project Assistance Services Section.

During 1991-92, the Section provided consultation and technical support for distance learning related needs directly to all school districts and is presently involved in supporting distance learning projects in nearly half the state's school districts. For example, a Jordan District project is successfully teaching Spanish to Majestic Elementary students integrating a live teacher with multimedia interactive technologies.

EDNET Microwave Network Services

During 1991-92, EDNET, the interactive telecommunication network operated by the Utah Education Network at the University of Utah that connects over 20 communities within the state, continued to conduct agency inservice classes and meetings that realize significant savings in agency travel expenses and to

schedule an average of 13 such meetings on a monthly basis, reaching all 40 school districts in the state.

As a partner in the Utah Education Network's Strategic Planning efforts, the State Office of Education is actively supporting a proposal to nearly double the number of existing EDNET sites in the state using new, high-speed phone lines to deliver expanded instructional services. Such services represent a growing, highly productive resource for Utah's public school system.

Other Technology Developments

The textbook adoption process was significantly changed during 1991-92 by the evaluation and adoption of some technology-based programs which will take the place of classroom textbooks. This evaluation will allow schools to purchase technology-based programs with textbook funds.

Instructional television focus groups met in April and May 1992 to evaluate curriculum series for broadcast on KUED and KULC for the 1993-94 school year, and 186 series covering K-12 subjects were evaluated by over 60 school administrator, TV station, and State Office personnel on the basis of curriculum correlation, production quality, and need. The Instructional Telecommunications Unit also provided a wide variety of satellite downlink services permitting agency staff to participate in live national and regional educational teleconferences from Salt Lake City.

We're developing a world-class curriculum...

Character Education

The Character Education Consortium, made up of 13 schools from eight districts, met regularly during 1991-92 to network, investigate new materials, and develop their own character education programs. Three hundred teachers, administrators, and parents from districts statewide received training in character education programs facilitated by the State Office of Education.

In October 1992, the State Board of Education adopted a principle-centered Character Education Plan that recommends integrating character development curriculum into all areas of learning, raising awareness of character education issues and available programs, and evaluating future character education efforts as they take effect throughout the state.

Language Arts

Primary goals in language arts for 1991-92 were to continue the annual August inservice workshop at Cottonwood High School and facilitate district implementation of direct writing assessment. In August 1992, close to 600 teachers attended the Cottonwood event and formed a new partnership between the Utah Council of Teachers of English and the workshop committee. Direct writing assessment movements flourished in several parts of the state with support from the State Office of Education's assessment personnel and language arts specialist.

Visual Arts / Music / Dance / Drama

The State Office of Education granted 12 school districts a total of $128,000 during 1991-92 to help implement the arts core curriculum in visual arts, music, dance, and drama. Approximately 109 schools, 56,662 students, and 2,439 teachers are presently reaping benefits from participating. This is the first year of participation for twenty of the schools. The State Office and KUER Public Radio presented the "Soundwaves" program each week of the school year to introduce students to classical music in the state

music core. Copies of the "Soundwaves" study guide were distributed to teachers and PTA leaders.

Social Studies

Several workshops conducted with the Utah Geographic Alliance provided training for over 800 teachers during the year. Additionally, some 100 teachers were trained in history and teaching about religion with objectivity in a secular and historical context. Again, 600 high school students participated in the National Close-Up Program in Washington, D.C., and 150 in the Utah Close-Up Program. Sixty students competed in the Senate Youth Program. The Utah History Fair attracted students from rural as well as urban districts throughout the state. The Citizen Bee had over 500 participants.

Mathematics

Sixteen mathematics workshops statewide for teachers K-12 in summer 1992 involved approximately 500 teachers in classes on using calculators and technology in the classroom. Two workshops to prepare for the Utah Systemic Initiative were held with 45 elementary teachers from 30 schools participating in each.

Approximately 100 elementary teachers worked toward the elementary mathematics endorsement now available on the Wasatch Front. The math core curriculum K-7 has been revised to focus on real-world problem solving, practical applications of math concepts in oral, pictorial, and/or written form, and critical thinking that encourages questioning, responding, and elaboration from others in the classroom.

Science

A major accomplishment of 1991-92 was the training of two-person district elementary service teacher/leader teams to enhance the science insight of their district elementary teachers. The composition of the teams is a knowledgeable, interested elementary teacher and a secondary science teacher. The result of the initial team training was a total of 58 district workshops conducted with grade-level teachers. Evaluations focused on the value of having local "experts" available after the training.

Most notable at the high school level was the successful completion of nine one-week workshops for secondary teachers. Each course covered an area of training directly related to specific science endorsements such as physical science, geology, human anatomy and physiology, and astronomy. Instructors were outstanding secondary science teachers who are models of hands-on, inquiry-oriented instruction willing to share resource materials and other items valuable to teachers.

Foreign Language

Sponsored by Utah State University with financial assistance for foreign language inservice, the State Office of Education held two workshops, one on learning style strategies and the other on technology and foreign languages, for a total of 50 teachers. The Weber State foreign language department, with supplementary funding by the State Office, sponsored an August 1992 workshop for 45 persons presented by Dr. Anthony Spanos and the Weber State German, French, and Spanish faculty, on oral proficiency and the four skills – listening, speaking, reading, and writing.

Library Media

Inservice sessions were presented in several locations for approximately 150 teachers and library media personnel on finding information electronically, hypercard training, and alternate final products. An Experimental and Developmental grant provided a complementary CD ROM disc enabling users to convert library information to electronic form in every school district. Beaver, Emery, North Summit, Park City, Tooele, and Wayne school districts each received a $5,000 Chapter 2 grant to update library materials.

Three important committees were formed: Accreditation Revision, to revise library media standards to bring Northwest Accreditation standards in line with national ones; Test Item Pool Development, to draft items to assess mastery of the library media skills core curriculum; and Higher Education Committee, to formulate changes in certification requirements to assure students and staff are effective users of ideas and information in all formats.

At the 1992 State Read-A-Thon held throughout the state, over 1,000 5th grade students raised over $15,000 to buy books for their own library media centers, and Deseret Book donated books valued at more than $24,000 to both public and private schools that serve fifth graders. In conjunction with the Governor's Mansion Foundation, the State Office distributed 1,700 copies of "In the Utah Tradition: A History of the Governor's Mansion" to school library media centers.

Healthy Lifestyles

During 1991-92, the State Office of Education conducted five inservice sessions reaching approximately 415 healthy lifestyles teachers. Special inservice sessions were conducted for health educators in small rural schools as part of a collaborative effort with the National Rural and Small School Consortium and for teachers of incarcerated youth as part of a collaborative effort with the National Commission on Correctional Healthcare.

The Human Sexuality Resource File was completed during summer 1992. Approximately 400 second-

ary health educators and administrators attended one of two inservice trainings on this file. The State Office, in collaboration with the State Department of Health and Division of Substance Abuse, has developed an interagency working committee for comprehensive school health that is in the process of developing state-level objectives for comprehensive school health components while assisting local districts to implement more effective programs.

Gifted and Talented

Gifted and Talented coordinators from around the state met monthly to network and facilitate programs in '91-92. Statewide gifted and talented training for teachers was conducted in three regions and involved 100 teachers in beginning gifted and talented training. Several districts initiated new plans for gifted and talented programs.

Part 12

We're serving all students including those at risk...

At Risk Programs

The State Office of Education Services for At Risk Students Section insists that all students, as stated in the Utah Strategic Plan, means ALL— including those at risk. In 1991-92, all At Risk funds continued to empower a service system based on interagency collaboration and maximum involvement of the family and business community and to flow through to district programs based on individual need.

In 1991-92, Utah received over $19.6 million in federal Chapter 1 funds for programs to help nearly 31,000 educationally deprived students in 274 schools with reading, math, and language arts, and to provide student counseling services. Of these children who were 78 percent white/22 percent minority and 55 percent male/45 percent female, the majority improved in academic achievement and attained higher scores on norm-referenced tests.

Special Education

The Utah Agenda for Meeting the Needs of Students with Disabilities, developed in 1991, still serves as a philosophical framework for special education in Utah. A repre-

Students Served in At-Risk Programs
FY1992

Name of Program	# Students Served
Alcohol/Drug/ Tobacco Prevention*1	452,650
At-Risk Program*2	177,893
Chapter 1	30,513
Corrections Education*3 (Neg/Delinquent Chapter 1)	1,654
GED	832
Migrant Education	750
Special Education (Ages 3-21)	4,724
Voc Ed for Homeless Children	46,602
Voc Ed/Carl Perkins H-D	5,187
Youth in Custody (State)*4	9,036
TOTALS*5	**729,841**

*1 Statewide Including Private Schools
*2 Est. of 40% of Statewide School-age Population
*3 Number in Prison(s) is 3,037
*4 ADM Equivalents
*5 Duplicate Count

sentative group from various entities interested in education for Utah's 46,000 children with disabilities meets as an advisory committee and has set forth eight strategies and action plans.

Public Law 101-476, the Individuals with Disabilities Education Act, amends the federal special education law and is making a profound impact on services. The State Office of Education special education staff is providing leadership and direction in developing a competent special education teaching force and is upgrading the skills and training of more than 2,000 special education and related service personnel throughout the state.

Special Transition Programs

In '91-92, the State Office of Education received $462,000 from the Office of Special Education and Rehabilitation Services to fund one year of the Systematic Transition for Utah's Disabled Youth (STUDY) Project. The project staff developed a framework for an effective trans-agency transition system to be used by local interagency councils as they work to assure the successful transition of graduating students with disabilities.

This year, Washington, South Sanpete, Ogden, and Granite districts received $40,000 each and have been invited to serve as model sites. Ten additional sites will be awarded $15,000 each to develop specific components of the framework.

Two studies have been undertaken to assess long-term outcomes for students with disabilities and measure the effectiveness of the statewide transition effort. The Employing Utahns with Disabilities Survey, sponsored by the State Office of Education and State Office of Rehabilitation, Office of Job Training, Community and Economic Development, and Governor's Committee on Employment of the Handicapped, gathered data on experiences with and of disabled employees and perceived barriers from over 400 Utah companies.

The second study, sponsored by the Governor's Council for People with Disabilities and the State Office, was designed to determine the status of students exiting in the '90-91 school year regarding residential arrangements, employment, continuing education, community activities, access to social services, and incarceration. Telephone interviews were conducted with 275 students and parents from 78 schools in 25 districts.

Carl Perkins Applied Technology Programs

The Services for At Risk Students Section also provided technical assistance to special education directors representing Utah's 40 school districts and nine post-secondary institutions. The Ogden-Weber Applied Technology Center, which hosted the National Association for Special Needs State Administrators Conference, continues to be the center to train students with and without disabilities in mainstream applied technology programs.

Steps are being taken to develop a branch campus of Utah Valley Community College in Park City to link high school and post-secondary learning focused on employment for all students. A combination of Carl Perkins and Special Education funds will be used to assure that all students really means ALL students. The Carl Perkins and Applied Technology Act amendments of 1990 call for integrating academics and vocational instruction to teach all aspects of industry technology and Tech Prep.

Work Based Training Programs

In 1991-92, the Section also provided technical assistance to school districts and post-secondary institutions interested in offering apprenticeship programs and presented a master plan draft for apprenticeship to the Union Apprenticeship Council Training Association, Bureau of Apprenticeship and Training, and Applied Technology Education Section of the State Office of Education. The plan makes credit and curriculum transferable between seven institutions offering related training and protects 16-year-old apprentices under Workman's Compensation with benefits under the Industrial Commission and State Office Work Based Training Programs.

The Work Based Trainir School of Apprenticeship program, being expanded into the Nine District Consortium high schools, will continue to be competency-based and individualized for student needs in a particular trade. Technical assistance will continue to be provided in workshops and seminars, assuring that appropriate curriculum and training remain available and accessible to ALL eligible students. For Utah students to compete in a worldwide marketplace, youth apprenticeship is essential.

Programs for the Homeless

Through Stewart B. McKinney Act funding and $622,960 in new 1991-92 appropriations from the Utah Legislature, data was gathered and education programs for homeless children and youth were monitored in each school district through collaborative efforts with local shelter and social service providers. Technical assistance was provided at a statewide conference on home-lessness sponsored

by the Office of Community and Economic Development.

An additional staff member has assumed the responsibility of providing the annual count of homeless students required by the Stewart B. McKinney Homeless Assistance Act, which includes information regarding school attendance, grade level, and barriers to school access faced by homeless students.

New data regarding rural homelessness, which is particularly critical in San Juan School District, has been attained. Plans to address the problems of these homeless children and youth have been formulated in anticipation of additional funding of $2 million, approved by the State Board of Education as a request to the 1993 State Legislature.

Youth in Custody Program

Utah's Youth in Custody Program provides educational instruction and support services to all children and youth in the custody of the Division of Family Services and Division of Youth Corrections. The State Board of Education contracts with school districts to provide locally initiated services. Student service needs are determined by local Youth in Custody advisory councils comprised of members from the local Division of Youth Corrections, Division of Family Services, Juvenile Court, school district, and community-at-large.

Program applications are reviewed annually by the Utah Coordinating Council for Youth in Custody whose members are jointly appointed by the State Board of Education and Utah Department of Human Services. In 1992, 24 school districts were awarded $4,477,719 in grants to provide educational services to 9,304 enrollees ranging in age from five years to 21 years. There is a 6 percent projected Youth in Custody enrollment increase for 1993-94.

Corrections Education

In 1988, the Utah Legislature transferred the responsibility for education of inmates in the custody of the Utah Department of Corrections to the State Board of Education and transferred $114,600 to the Board to pay for the program. In 1991, the Legislature allocated $369,200 for the education of 3,000 inmates, $123 per inmate. After a review of corrections education programs and therapidly expanding corrections budget, the State Office of Education proposed an inmate recidivism reduction program which could save taxpayers $22 million per year.

The rate of Utah inmate return to prison was calculated at over 80 percent in 1992. House Bill 29, passed by the 1992 Legislature, directs the State Board of Education to establish a nine-component inmate recidivism reduction program to be collab-oratively supported by nine named state agencies. A budget of $6,600,000 was requested. The program was funded at $939,600. The Corrections Education Recidivism Reduction Program made 1992 a pivotal year for change in corrections education in Utah.

We're providing quality education support services...

State Office Research Library

Now going into its fifth year, the State Office of Education Research Library offers a carefully selected collection of electronic databases, literature reviews, statistical compendia, government documents, and professional journals, and continues to provide expert assistance to government officials and educators throughout the state in researching educational and social policy.

Additionally, the research librarian assists agency staff in fulfilling their responsibilities under the Government Records Access and Management Act, participates in projects of the Information Resource Advisory Committee, and serves the public interest as an officer of the Utah Library Association's Government Documents Round Table.

School Law and Legislation

In 1991-92, the School Law and Legislation Section staff wrote and coordinated passage of several new laws relating to criminal background checks on school personnel, conduct of school employees, expungement and sealing of records, and prohibition of corporal punishment, all of which help to protect children in the public schools, and provided inservice training for several groups involved in implementation of new legislation.

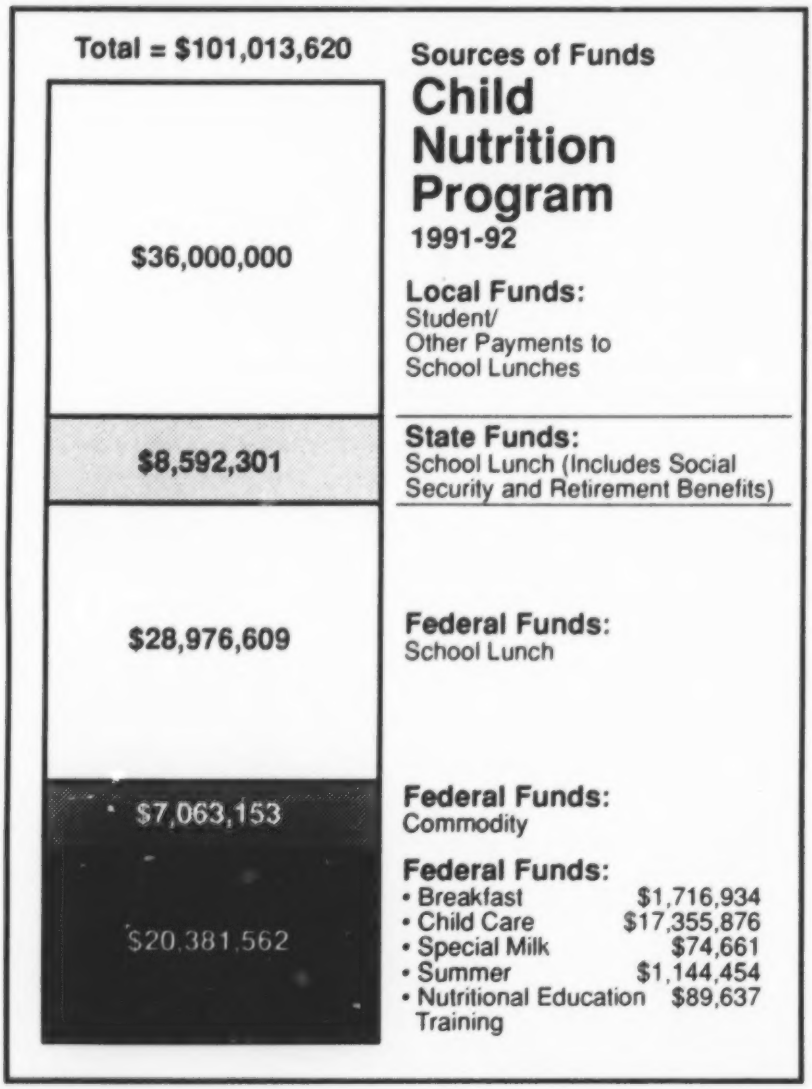
The Section also assisted in obtaining U.S. Supreme Court review of graduation prayer in the case of Lee vs. Weisman. The Court found that graduation prayers may not be offered at school-sponsored secondary graduation ceremonies, thereby laying to rest an issue that has polarized communities and cost school districts many thousands of dollars in litigation expenses. Section staff also played a support role to the Attorney General's Office in cases involving school fees, interstate conflicts on school attendance, and interstate cooperation.

Acting only in a "sounding board" capacity, the staff continued as well to respond to hundreds of telephone and in-person inquiries from parents,

teachers, district personnel, government officials, attorneys, and the media on school prayer, choice of teaching materials, copyright regulation, access to school records, district citizenship policies, residency requirements, truancy, and sexual harassment.

The specialist acted as hearing officer in numerous Child Nutrition Program audit appeals and worked closely with the Attorney General's Office to implement the Government Records Access and Management Act and with school districts in their efforts to develop policies conforming to this law.

Both the coordinator and specialist served as State Land Board members as designees of the State Superintendent of Public Instruction to address such important issues as a federal land exchange which would have resulted in millions of dollars for the School Land Trust. That bill failed to pass in the last week of the Congressional session but will be reintroduced next year, representing great economic potential to enhance public education revenue.



Child Nutrition Programs

During 1991-92, the Child Nutrition Programs (CNP) continued to administer school lunch and other food service programs in accord with regulations promulgated by the U.S. Department of Agriculture to public and private schools, institutions, and summer camps. The staff provided leadership and technical assistance and acted as liaison between the federal government and locally administered nutrition programs. School lunch program coordinators are working to provide low-fat meals which suit today's health-and-fitness conscious lifestyle and to help young people establish lifelong habits of good nutrition.

These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, Summer Food Service Program, Special Milk Program, Food Distribution Program (Commodities), and the Nutrition Education and Training Program. A strategic planning committee has recommended that the process established a few years ago to enhance CNP viability be continued with broad-based participation.

Emergency Preparedness

In 1991, the State Office of Education Emergency Preparedness Disaster Program was implemented in the state's 40 school districts in coordination with the State Division of Comprehensive Emergency Management and Federal Emergency Management Agency. A K-12 emergency preparedness manual for all school districts was developed recently by Davis District, and plans are under way to distribute it throughout the state in spring 1993.

Pupil Transportation

In the 1991-92 school year, Utah's school buses traveled approximately 23 million miles, transporting 142,600 pupils each day

on 1,800 buses. The 40 school districts accomplished this task with 2,048 drivers, 86 driver/trainers, and 70 mechanics, along with support staff. The final cost for regular and disabled pupil transportation was $39,626,974.

Acting on the recommendation of the Utah School Finance Task Force, the 1992 Legislature included language in Senate Bill 212, the Minimum School Program Act amendments, that significantly changes pupil transportation financing. A new formula will distribute state pupil transportation funds to the districts in accord with bus mileage driven, bus operating hours, and the cost of equipment and maintenance. Utah will also evaluate and redesign bus routes with a state-of-the-art computer program providing data on miles driven and hours operated.

Human Resource Management

During 1991-92, the Human Resource Management Section conducted 102 personnel recruitments for the State Office of Education and State Office of Rehabilitation which had a combined 18 percent turnover rate. It provided position announcements, scheduled and conducted panel interviews, notified and explained information to applicants, and worked to document essential job functions to comply with the Americans with Disabilities Act.

Some 158 position reclassifications were made involving an analysis of position responsibilities and requirements, conducting position audits, making schedule and organizational changes, and determining salary ranges and minimum qualifications. This figure includes the creation of 20 new positions and the abolishment of 68 positions, many of which were due to the closing of the Utah Industries for the Blind workshop.

During the year, the Section also held semi-annual inservice sessions for all State Office of Education employees on drug awareness and education and on the First Amendment. Two customer service training sessions, five sexual harassment prevention training sessions, and six new employee orientation sessions were held for a total of 491 participants.

In addition, the Section provided assistance to individual supervisors and managers on employee discipline, corrective action, and grievances; to a few employees on alcohol addiction, co-dependency, psychological distress, eating disorders, and other health problems; and to school districts and applied technology centers on classification, compensation, early retirement options, and other personnel matters.

Public Relations / Media Production

The Public Relations Section coordinated with the Governor's Office in support of the State Public Education Strategic Plan, education-related press conferences and special events, and as a supplier of information and editorial writing service for the Governor's Awards for Educational Excellence and other programs. The Section is "on call" to facilitate contacts between the media and education spokespersons at State Board meetings, to troubleshoot controversial issues, draft speeches, tributes, and resolutions, and to assist state staff and school districts.

The media production crew supports State Office staff and school districts in producing educational videotapes. The section also provides ongoing support to State Office of Education and Rehabilitation staff in writing, editing, and graphic design services.

The National Basketball Association, in conjunction with the Utah Jazz and State Office of Education, are conducting a Stay In School program in seven Utah school districts that includes 52 middle, intermediate, and junior high schools and more than 58,000 students. A special motivational assembly was conducted in each school last fall and students who show the most improvement in attendance, attitude, and achievement during the first semester of '92-93 will be invited to attend the All-Star Stay In School Jam February 20, 1993, at the Delta Center.

Utah Public Education Foundation

During 1991-92, the Utah Public Education Foundation continued to solicit private contributions to our public school system and to maintain partnerships with such companies as Geneva Steel, TCI CableVision, Smith's Food and Drug Stores, Albertson's, Chevron Oil Company, American Express, Digital, KSL, and the Salt Lake Area Chamber of Commerce. Seminars have been held to help businesses understand the school/business partnership process. Funds for the Incentives for Excellence Program, which encourages schools and businesses to collaborate to qualify for legislative dollars, were doubled for 1992-93.

During 1991-92, the Board of Directors of the Foundation successfully sponsored a corporate breakfast for community leaders who were then invited to become involved in education through contributions of time, money, and expertise. During July, Chevron sponsored a Rocky Mountain Teacher Energy Tour. Twenty-five teachers from various districts were invited for a week-long tour and inservice on energy production and energy issues. Several training opportunities have been provided for local district directors. Three day-long training sessions were donated by Foundation staff at BYU and regular EDNET meetings held with district foundations from across the state.

Part 14

We're funding the system and studying trends...

Finances and Demographics

Utah continues to rank last nationally in terms of current public education expenditures at $3,092 per pupil. Mississippi is next to last, at $3,344 per pupil. In order to catch up to Mississippi, Utah would have to spend about an additional $116 million. However, Utah's demographics continue to reflect an atypical pattern unlike most of the nation.

Although our birthrate is decreasing, it remains the nation's highest, as does the percentage of our young school-age population of five-to-17-year-olds. At the same time, Utah has a smaller percentage of taxpaying citizens of prime working age (18-64) than any other state to generate tax dollars for public education. Presently complicating this picture was significant student net in-migration of almost 2,000 students from 1991 to 1992, the first time Utah has experienced student growth from net in-migration since 1982. This trend is likely to continue.

New Enrollment Challenges

Utah's school system was not fully prepared for such a sharp upswing in enrollment just when the growth surge of the middle '80s was leveling off. The statewide enrollment "bubble", now centered on the 7th grade containing 37,849 students, is predicted to exceed 38,000 in the 9th, 10th, and 11th grades in 1997-98. However, if birthrates and migration patterns remain as expected over the next five years, enrollments will begin to fall.

At the same time that Utah's average school enrollment per district was rising last year, the number

Average School Enrollment per District

State	Enrollment		Rank
	1990-91	1991-92	
Maryland	29,798	30,677	3
Utah	**11,118**	**11,355**	**7**
National Average	2,713	2,787	
Montana	289	295	51

Number of Public Schools

	October 1991	1992
Elementary Schools	441	441
Middle Schools	34	33
Junior High Schools	79	81
Senior High Schools(10-12)	42	42
Jr.-Sr. High Schools (7-12)	25	25
Four-Year High Schools	32	33
Special Schools	53	44
Alternative High Schools	16	17
Total	**722**	**716**

Average Educator Salaries

(Excluding Career Ladders)

	1989-90	1990-91	1991-92
Regular Classroom Teachers	$23,854	$25,854	$26,339
Principals	39,137	39,137	43,945
All Instructional Staff	24,591	24,591	27,189
Supervision & Administration	37,974	37,974	42,884

Comparison in Number of School Districts in Utah and Other States in the Continental U.S.

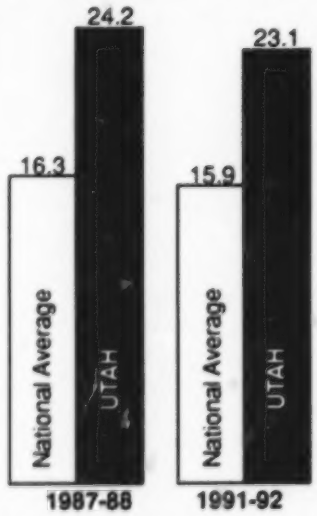
State	Number Districts	Rank
Nevada	17	49
Delaware	19	48
Maryland	24	47
Rhode Island	37	46
Utah	**40**	**45**
Mountain States Average	140	
National Average	307	
California	1009	2
Texas	1050	1

of districts remained the same, conserving administrative costs. In fact, 1991-92 saw six fewer public schools than in the previous year as well as a 4.5 percent decline in student teacher ratios. Utah's public education system remains caught between its spectacular potential and the twin constraints of its demographic realities and conservative funding ethic.

School Finance Update

In 1991-92, the School Finance and Statistics Section continued to provide funding and related services for the regular K-12 statewide public school system, to collect and report a wide variety of fiscal and non-fiscal data, to oversee the three overlapping public education budgeting

Pupil-Teacher Ratio

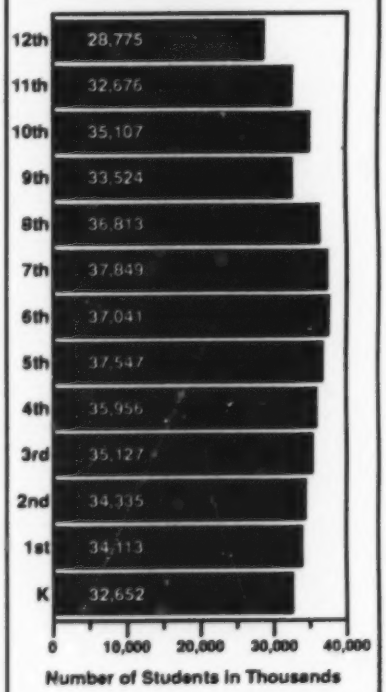


Utah continues to have the nation's highest ratio of students per teacher in the USA*

*NEA, rankings of the States, 1992

Statewide Class Size

October 1992



Statewide Concurrent Enrollment

Five-Year Summary
1987-1992

	1987-88	1988-89	1989-90	1990-91	1991-92
Students	2,425	3,137	3,962	4,582	5,434
Total Quarter Hours	23,402	30,923	37,640	49,122	55,590
Total Money	$200,000	$367,186	$381,895	$419,952	$473,820
Money/Quarter Hour	$8.55	$11.87	$10.15	$8.55	$8.52

cycles, to hold annual regional public hearings to gather statewide input on the State Board of Education's annual legislative request to the governor, and to provide a variety of related technical assistance services to local school districts and other agencies.

During the year the Section continued to respond to changes brought about by the comprehensive school finance study relating to district equity and restructuring of school finance formulas. Major areas of focus included transportation, capital facilities, and student growth. The objective has been to provide more certainty and flexibility as school districts and others make fiscal choices.

Public Education Expenditures per Pupil
1988-1992

Year	Utah	Rank	National
1988	2,442	51	4,279
1989	2,579	51	4,607
1990	2,817	51	4,975
1991	3,000	51	5,241
1992	3,092	51	5,466

Year-Round School Statistics
1992-93

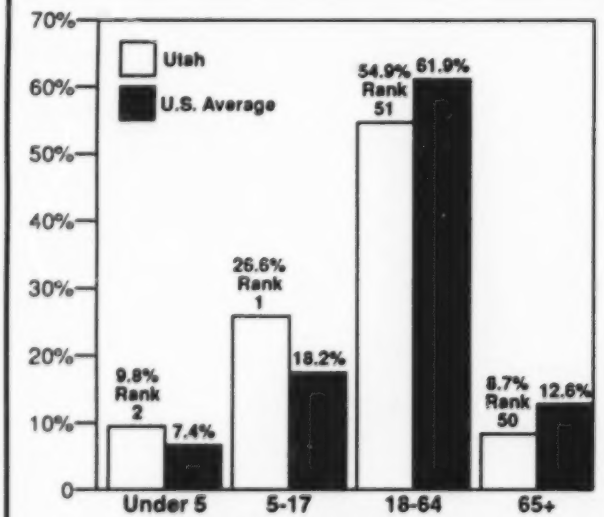
Total Number of Utah School Districts	**40**
Number of participating districts	10
Percent of participating districts	25%
Total Number of Utah Schools	**716**
Total participating elementary schools	75
Total participating secondary schools	10
Percent of participating schools	12%
Total Number of Utah Students	**461,259**
Total number of participating students	73,333
Percent of participating students	16%
Total Number of Utah Teachers	**19,721**
Total number of participating teachers	2,840
Percent of participating teachers	12.4%

High School Senior Intentions

The September Intentions of Utah High School Seniors, an annual survey conducted by the State Office of Education School Finance and Statistics Section, found that about 85 percent of the 1992 graduates planned to pursue some form of post high school education compared to 88 percent for the previous year. About 73 percent of those same respondents, over 18,000 public and non-public high school seniors from throughout the state, said they also planned either full-time or part-time work as a postsecondary activity.

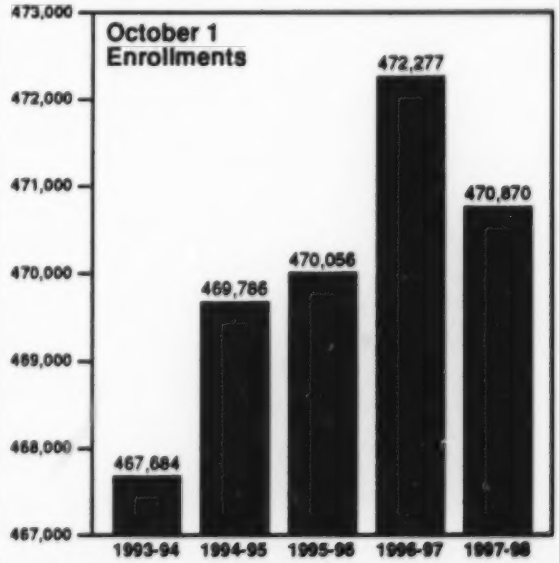
Results of the survey indicated that despite evidence more and more well-paying, technology-oriented jobs do not require a college degree, approximately 70 percent of all 1992 high school seniors in Utah planned to seek a traditional academic, lib-

Utah's Young Population
Ranking of the Percent Distribution by Age of the Resident Population
July 1, 1991



Age of Resident Population
U.S. Dept. of Commerce, Bureau of the Census, *Current Population Reports*

Grades K-12 Enrollment Projections
(October 1, 1993 through October 1, 1997)



eral arts education rather than enter an applied technology training program and knew they would have to earn at least part of their own expenses through employment.

Internal Accounting

In 1991-92, the Internal Accounting Unit monitored the fiscal accountability of the State Office of Education, State Office of Rehabilitation, Child Nutrition Program, and Minimum School Program, and served as the funding agent for the applied technology centers, Fine Arts programs, the Utah State Developmental Center, the Youth Center at Utah State Hospital, and Corrections Education.

Internal data processing services assisted the School Finance and Statistics Section in automating their data, setting standards for agency data, hardware, and software, and improving agency efficiency in data collection and technology use. Financial information was shared with the State Office of Planning and Budget, Legislative Fiscal Analyst, and all education-related legislative subcommittees.

The Unit provided information to the State Auditor for the Federal Single Audit, worked closely with the State Board of Education Internal Auditor, processed in excess of 53,000 transactions, and negotiated with the federal government the 1992-93 indirect cost rate. Responsible for a budget of more than $1 billion containing 85 different revenue sources, Internal Accounting continued as well to provide services in budget preparation and maintenance, payroll, purchasing, cash receipting, fixed assets, and expenditure control.

Our future depends on education!

In 1991-92, our public school system absorbed more than 9,500 additional students, a significant number of which were from in-migrating families. This past October, the increase was just over 7,000. Our obligation to serve them must be honored. We recommend that full funding of enrollment growth remain Utah's first budget priority.

At the same time, initiatives such as the State Systemic Initiative, reducing class size in the elementary grades, educational technology, site-based decision making, and performance based educational reforms must continue. Our declining dropout rate and rising graduation rate must be sustained.

Why invest more in public education? Because all students, whatever their abilities and potentialities may be, deserve a world-class education. We believe that every individual has inherent value. It's that simple. Education is the key to Utah's future!

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Scott W. Bean
State Superintendent
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